REPORT RESUMES

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SERVICE THROUGH PLACEMENT IN THE JUNIOR COLLEGE--THE ORGANIZATION AND OPERATION OF A JUNIOR COLLEGE PLACEMENT BUREAU.

BY- MOHS, MILTON C.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.

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THE PLACEMENT SERVICE, RECOGNIZED AS AN IMPORTANT JUNIOR COLLEGE FUNCTION, (1) ASSISTS STUDENTS IN RELATING THEIR QUALIFICATIONS TO OCCUPATIONAL REQUIREMENTS, (2) ASSISTS STUDENTS IN THEIR SEARCH FOR PART-TIME AND FULL-TIME EMPLOYMENT, (3) COOPERATES WITH EMPLOYERS IN THE INDUCTION OF STUDENTS INTO PART-TIME AND CAREER POSITIONS, (4) SCREENS AND REFERS QUALIFIED APPLICANTS, AND (5) SERVES AS LIAISON IN ACQUAINTING COLLEGE PERSONNEL WITH NEEDS OF BUSINESS AND INDUSTRY IN CURRICULUM DEVELOPMENT. ORGANIZATIONAL PATTERNS VARY WITH TYPES OF INSTITUTIONS, SIZE, COMPLEX OF COURSES, AMOUNT OF DEPARTMENTAL AUTONOMY, FACULTY DESIRE TO PLACE THEIR OWN STUDENTS, RELATIONSHIPS WITH EMPLOYERS, AND ADMINISTRATIVE SUPPORT. CENTRAL TO THE SUCCESS OF THE SERVICE IS THE SELECTION AND ALLOCATION OF PROFESSIONAL STAFF. THE REPORT INCLUDES DESCRIPTIONS OF PERSONNEL DUTIES AND QUALIFICATIONS, TYPES OF OPERATIONAL PROCEDURES, A COLLECTION OF TYPICAL PLACEMENT OFFICE FORMS, SAMPLE POLICY STATEMENTS, AND A READING LIST. THIS DOCUMENT IS ALSO AVAILABLE FOR $1.25 FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WO)

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

By MILTON C. MOHS

SERVICE THROUGH PLACEMENT in the Junior College

The Organization and Operation of a Junior College Placement Bureau

JC 670 452

"Service Through Placement" is one of a series of booklets in guidance initiated and planned by the Commission on Student Personnel of the American Association of Junior Colleges. The author, Milton C. Mohs, is Dean of Placement at Pasadena City College and an authority in the junior college placement field.

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Foreword

This bulletin is published with the hope that its contents will give assistance to junior college administrators and placement personnel in developing and operating job placement services in their colleges.

The material assembled in this bulletin is the result of the thinking of placement directors and administrators who are experienced in the field of pupil personnel and especially placement. The organizational and operational procedures suggested here have been tried and tested, and should be workable in most junior colleges.

The following individuals, serving as an advisory committee, planned the outline and content of this bulletin:

Joseph A. Amori, Placement Director, San Francisco City College, San Francisco, California

W. H. Meardy, Director of Placement, Mount San Antonio College, Walnut, California

Ernest Crain, Director of Placement, Santa Ana College, Santa Ana, California

Seymour Eskow, Dean of Instruction, Mohawk Valley Technical Institute, Utica, New York

Archie A. Hairston, Placement Director, East Los Angeles Junior College, Los Angeles, California

Wesley P. Heath, Teacher-Coordinator, Work-Study Program, Pasadena City College, Pasadena, California

Arthur M. Jensen, Director of Placement, San Diego Junior College, San Diego, California

John E. Johnson, President, Santa Ana College, Santa Ana, California

Dallas Livingston-Little, Director of Placement, Los Angeles Valley College, Van Nuys, California

W. H. Meirding, Director of Placement, Ventura College, Ventura, California

Randolph Newman, President, Santa Rosa Junior College, Santa Rosa, California

W. Holmes Smith, Director of Placement, El Camino College, El Camino College, California

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The Junior College

In this bulletin we will use the term "junior college" as a single all-embracing name for two-year, post-high school institutions whether they be called "community colleges," "technical institutes," "city colleges" or simply "colleges." It is a term commonly understood and nationally accepted.

There is no stereotype for junior colleges. They vary in their forms of organization, their educational philosophies, the degree of autonomy exercised by their administrations, and in their orientation to the needs of the community. They are private as well as public supported; church affiliated as well as independent. While most are coeducational, there are junior colleges which are restricted only to men or only to women. Enrollments range from two or three hundred in the smaller schools to more than 10,000 students in the large colleges.

Some of these colleges are devoted almost exclusively to the transfer function with programs hardly distinguishable from those of the first two years of liberal arts colleges. Some are specialized technical schools providing high level technical and pre-professional education, and others are comprehensive, community colleges offering a diversified curricula of transfer, terminal, remedial, and adult education programs.

The junior college has been described as a distributing agency. Some of its students will go directly into business or industry after a stay of one or two years; others will transfer to four-year colleges or universities, and some will enter specialized training institutions.

Attuned as it is to the needs of local industry and operating under a flexible policy of curriculum development, the comprehensive junior college can provide the kind of education which will equip the student for employment in his own community and, by offering courses in the business and technical areas in evening school, provide employed people with the education necessary for upgrading and keeping abreast of business and technological change.

In brief, junior colleges may be described as colleges which provide some or all of the following programs:

1. University-parallel programs for students who expect to transfer to a four-year institution;
2. Business, technical, and trade programs for students who expect to complete their education with one or two years of college work.
3. Remedial programs for students who enter colleges with deficiencies;
4. Student personnel programs to help students make appropriate educational and vocational plans.
5. Community service programs (lectures and forums) ministering to the cultural and intellectual life of the community; and
6. Adult programs providing an extension of the regular day programs into the evening hours, offering opportunities for continuing education.

This bulletin is written for all two-year institutions whether they are church-affiliated, independent, or public-supported; whether they are small colleges with limited vocational offerings mostly concerned with transfer function, or complex community colleges fully oriented to the needs of their communities.

Job Placement in the Junior College

In discussing the subject of placement at the junior college level — why such a service is needed, the functions proper to this office, and methods of developing and carrying out these activities — we will limit ourselves to one phase of the service, that of job placement.

Before proceeding further it is necessary to provide some sort of description, however limited or inconclusive, of what we are writing about. The word "placement" has about it the sound of finality, as though a spot had been discovered and a fence erected around it for the individual, the feeling of a static rather than a dynamic process. That this conception can have no basis in fact will become apparent as we develop the philosophy and describe the operations of the service.

College placement may be defined as a service which assists its student clients in relating their personal qualities, education and experience to occupational requirements, assists them in their search for employment and cooperates with employers in the successful induction of the student into part-time and career positions. It also assists employers by screening and referring qualified applicants for jobs and acts as a liaison agent in acquainting college personnel with the needs of business and industry in curriculum development.

An analysis of this definition shows that the act of placement is not limited to the pooling and distribution of workers; rather, in its activity, it cuts across the fields of counseling, training and evaluation through follow-up; providing a service alike to both clients — applicant and employer.

While placement may be considered one of the culminating activities of personnel services in the college, it is so tied in with and related to other aspects of education, curricular as well as other student personnel services, that job-placement *per se* can be regarded as only one, and by no means the most important, function of this office.

Placement is not merely the uniting of job and worker, the finding of square pegs for square holes. The result of such an over-simplification of the role of college placement would be to ignore the fact that placement is an integral part of a comprehensive pattern of student personnel practices.

There is a tendency to partition college placement activities into two categories; those having to do with full-time or career placement, and those of a part-time or short-term nature. No apology is needed for career placement services. They have an established place among personnel services, but the all too prevalent habit of posting part-time work-orders for any student regardless of his qualifications, shows the disregard which many offices have for these jobs. In effect, as far as part-time placement is concerned, the office becomes a hiring hall and selection becomes a "shape-up" procedure.

And yet, for college students, the part-time situation can be the touchstone, the test of the student's qualifications to work in his chosen occupations. If the job is related to the student's major field of study it can provide a tryout experience which may forestall much wasted time and money. Also, on the positive side, it can provide a laboratory adjunct to the academic program, and it can accelerate the acquisition of job skills and practices.

For these and other reasons, despite the poor quality and ephemeral nature of many part-time jobs, placement in this area rates more attention and respect than it receives, and, for part-time jobs of quality, all of the techniques of evaluation and selection used in career placement should be used.

If the functions of a placement bureau are limited merely to those of job-getting and job-referral activities, such a service should more properly be labeled an employment office. Placement is many things, but above all the hard core of the service is vocational guidance even though its satellite activities may at times tend to eclipse this fundamental reason for existence.

An outline of the placement functions would include:

1. Job solicitation.
2. Student applicant recruitment and registration.
3. Applicant interviewing and referral.
4. The accumulation of records, recommendations.
5. Vocational counseling of applicants.
6. Interpretation of the college program to employers.
7. Scheduling student-recruiter interviews.
8. Record keeping of applicants, referrals and placements.
9. Evaluation of the college program in meeting community needs.
10. Reports and studies of working students and full-time placements.

The need for a service which will take care of the above listed duties; the organizational procedures in developing such a service and the methods of operation of a placement bureau constitutes the content of this bulletin.

The subject is worthy of more complete treatment than is possible in a bulletin-length publication. For those who wish to pursue certain phases of placement further we have included a reading list at the end of this publication.

I. The Need for College Placement Services

Most junior college educators are in agreement that the college owes more to its clientele, both students and the lay community, than strictly classroom preparation for life. Most educators agree that guidance services are indispensable if the school is concerned with the vocational and academic future of the student. Placement is the capstone of all the advisory services provided the student through his school life and is the culminating and final service within the province of the college.

The importance of placement is widely recognized. In his study of seventy-six junior colleges, Leland Medsker reports that in more than 90% of the two-year colleges studied, placement of students on jobs was reported as part of the program of personnel services, and in 70% of colleges with an enrollment of 1,000 or more students, specialized officers were designated for the job.* Yet in the face of a widespread acceptance of the need for this service the majority of colleges provide their placement director with meager facilities and a minimum of personnel.

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*Leland Medsker, *The Junior College* (New York: McGraw-Hill Book Company, 1960).

Evidence that the next decade will bring an increased demand for placement services is readily available. In its bulletin "Manpower" the United States Department of Labor presents some challenging statistics. In the 1960's, workers under 25 will account for nearly one-half of the labor growth. By 1970, 45% of the 20-24 age group will be employed. By the late 1960's three million new young workers will enter the labor force each year, as compared with two million a year now starting their work careers.

The junior college graduate falls within the age bracket mentioned above. If he terminates his schooling with the attainment of the associate of arts degree he will possess the bare minimum of business, trade or technical skills necessary for entry into business or industrial life. He presents a package of inadequacies — a small amount of work experience and a limited education coupled with unsatisfied military responsibilities. This calls for professional placement help.

The rapidly growing junior college movement in this country, accounting for an increasing percentage of all college registration (in California over two-thirds of all freshmen of public colleges are in junior colleges), is creating a need for the expansion of student personnel services. And in this area, because of the unique character of the junior college, placement services become a necessity if serious and professional attention is to be accorded the business and technical offerings of the college. Study of 1,000 full-time placements of a large community college indicates that 85% were in office, technical, merchandising, and semi-professional types of occupations such as nursing and dental assisting, while only 15% were doing unskilled work. Automation and evolving technical change resulting in constantly rising standards set by employers of white and blue collar workers require improved screening and evaluation methods by professional placement personnel if waste effort is to be avoided and satisfactory placement consummated.

College Placement Services Versus Other Public Agencies

While most college administrators are in favor of having some kind of placement service, not all are in agreement as to the agency which should be responsible for this service. Some have advocated the use of State Employment Services on a referral basis and divorced from any administrative relationship with the schools; others suggest an arrangement whereby representatives from the state service spend a proportion of their time at the college and work jointly under state and college auspices.

State Employment Services

Independent placement by the state service, should be used only when the college is unable to provide its own service. No office could function adequately in the placement of youth without access to school personnel data, without its staff being on the campus for consultation with teachers and counselors, and without the staff having a thorough knowledge of the school program including the kind and quality of its various courses.

When an employer is considering the hiring of a young worker for a trainee level job, he instinctively thinks of the college. Usually he has some kind of contact — a teacher, a counselor, or an administrator. He would prefer to work directly with one of these people rather than through other outside agencies.

The second method, whereby a liaison agent from the state services works at least part-time on the campus, has some merit. One caveat — the state person selected for this job must be chosen carefully: (1) he should be college-oriented and be willing to study catalogue course descriptions, etc.; (2) he must in short order establish rapport with teachers and school officials; and (3) he must have access to school records and test data. This last may be impossible. Most colleges would frown on any non-college employee being allowed this privilege.

One possible way of satisfying the third requirement would be for the college to pay part or all of the salary of the state service employee — to enter into a joint venture with the State Employment Service. The advantages of entering into this relationship are:

1. The resources of the state office, such as established relationships with employers, trained personnel, a research department which has up-to-the-minute information about the job market, would be of great aid in the initial promotion of the service.
2. The state would pay part of the expense of the office and personnel.
3. Duplication of services would be avoided.

The practicability of such a cooperative plan will depend on the willingness of the state office to furnish this service; and the willingness of the college to work with non-school people in placement.

College Placement Services

The arguments against affiliation with the state service and for independent college placement services have commanded considerable space in professional books and journals. They can be stated briefly:

1. Colleges have responsibility for all facets of student personnel services, including placement. The vocational guidance aspect of placement for young workers requires disproportionate attention compared with the need for this service among older workers. This can best be accomplished by people who are trained professionals in education and guidance.
2. An employee of the college who has status in the school by reason of being a member of the faculty would have an immense advantage over an outsider. He would have access to any and all personnel records, his relationship with his peers is already partly established, he is college and student-oriented.
3. Placement facilities should be located on the campus and be easily accessible to students. Graduates feel at home in a familiar environment, and they are accustomed to seek guidance and help from college people. Students seeking part-time jobs should be able to inquire at the placement office during free periods.
4. Most employers who are looking for trainees prefer talking directly to a college officer. They want some information regarding college success of the applicant, opinions about his personality, his stability, his attendance record, etc. This kind of information would be difficult, if not impossible, for the state office to acquire. Even school personnel must use discrimination and judgment in determining what kind of information about students may legally be furnished employers.

To sum up, the majority opinion is that, if it is possible, the college should organize and maintain its own placement services staffed with college personnel and maintaining complete autonomy within the framework of the guidance services. This is not to say that there should be anything but an amicable working relationship between the state and the college services. The placement officer should feel free to refer dropouts or graduates to the state office. and the state can in turn route part-time job orders to the college.

These are matters which can be worked out between the respective directors.

Helping Students Defray Expenses

One of the more obvious values of a college placement bureau is the help it affords students who need part-time work in order to stay in school. College graduates of another era used to boast that they had "worked their way" through school. Since World War II, changed attitudes towards work and the compulsion to work have become a part of the mores of college life.

Several years ago the Stanford Placement Bureau reported that a minimum of 65% of its students carried part-time jobs. A 1957 study made by the Placement Bureau of Pasadena City College showed that 63% of the men and 40% of the women held regular part-time jobs. These figures do not include such jobs as baby sitting, yard work, and other casual labor.

While reasons given for working by students in non-fee charging colleges may seem inconsequential, whatever the motivation, the demand for part-time work seems to be here to stay. The necessity for a car to overcome transportation problems, especially among students of large junior college districts where public transportation facilities are poor and where students must drive from five to twenty miles, places a strain on the budget. The answer is a part-time job.

Another reason large numbers of students work is that modern technological and business practices have created a host of new jobs which are interesting. The student is no longer confined to stoking furnaces or bussing dishes. Then too, work is now a socially accepted activity among college students.

The part-time job which is related to the student's occupational goal and is the laboratory experience of a school-work program is endorsed by most teachers in the business, technical and trade areas of the junior college. When this work is supervised by college authorities and credit is given, the resulting learning situation is sometimes called a "Cooperative Work Experience Program." (See page 13.) Also, in California, much thought has gone into the development of "General" Work Experience programs for which definite "relatedness" to the school major is not a requisite.* The coordination of these Work Experience and Work-Study programs can best be accomplished by placement personnel who have had classroom experience and at the same time are occupationally literate.

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*_Handbook on Work Experience Education_, California State Department of Education, 1960.

Part-time work while in college provides an exploratory experience which can either confirm or disillusion the student in his choice of a vocational goal. That this can be important in the early college years is evident from the large numbers of technical and business majors in junior colleges who, after working for a semester or a year in a related job, decide to switch to engineering or some specialty in business which requires more education than the junior college offers. Many change from a terminal to a college-transfer type of curriculum.

Assisting employers to find properly qualified part-time workers is one of the best ways of creating job opportunities for graduates. A satisfied customer will in all likelihood return for assistance in other categories. And when the placement officer is in need of a job for some special case, he need feel little embarrassment in tapping some employer with whom he is familiar for such work.

These are some of the reasons it is sound policy to provide part-time placement services in the college. Part-time will usually exceed full-time placements four-to-one. Still, full-time and career placement, encompassing as it does vocational and occupational guidance, follow-up procedures for evaluation purposes, and the routine duties of registration and referral, is the reason for the service.

The Guidance Function of Placement

The National Vocational Guidance Association long ago defined vocational guidance as the process of assisting the individual to choose an occupation, prepare for, enter upon, and progress in it. At least three of these categories are within the province of the placement bureau. The need for organized placement services in our colleges arises out of the modern concept that the college has a responsibility above and beyond the mere training of the individual for a vocation. College placement officers discover that if they are to function effectively they must become a participating member of curricular and guidance services. Their future is tied in directly and irrevocably with the philosophy and practice of the school's educational program and its pupil personnel activities.

In contributing to the readiness of the student for entry into occupational life, the placement bureau must assist him to gain an understanding of the work world and to acquire right attitudes toward work. It must help the student realize his own weaknesses and potentialities as they relate to the demands of the job he is preparing for and finally, at the culmination of his school training, acquaint him with the various media through which positions are secured and how to evaluate and use them.

Relations Between Industry and Education

The relationships established between the colleges and industry via the offices of the placement bureau can produce powerful and effective friends for both institutions. There are points of similarity between the two organizations which should engender sympathetic understanding and cooperation. Where good will and honesty have prevailed through a long-term relationship of teamwork in the placement of manpower, only the most inept personnel worker would jeopardize this partnership through unethical practices. Confidence in the integrity of the placement work is destroyed forever by such errant practices as referring for long-term trainee jobs students who expect to return to school for further education. On the other hand, placement men can only look with a skeptical eye at companies which fail to deliver after making extravagant promises to the applicant and the office.

The Work-Study Program

A practical working relationship between business, industry, and the colleges can be established through the organization of work-study programs. Combining work experiences with study is an old device (Antioch College, University of Cincinnati, etc.) which has interested employers in direct ratio to the quality of the program developed and offered by the college.

More than 50 colleges and universities around the country have these co-operative programs, under which a student can earn part or all of his expenses. Most require five years to complete studies for a degree, with this consisting usually of 24 months of work and 36 of study. A few permit a student to graduate in four years, while some require six years.

Under one typical program, a full-time job in an industrial firm or Government agency is shared by two students. They take turns on the job and in class. Pay varies on jobs with industrial firms, but with a government agency a student receives $291 to $336 a month — depending on the number of years of college completed — while actually at work.

Cooperative programs are most widespread in engineering colleges, but many are offered in such other fields as science, architecture, business administration, and education. The jobs give practical training to students in fields in which they plan careers.

To cite an example of a typical cooperative work experience program, for several years a cooperative arrangement has existed between the Jet Propulsion Laboratory — a large governmental research and development laboratory in Pasadena — and Pasadena City College. In this program the students work half-days on a job strictly related to their school major. The laboratory will accept only students who are recommended by the College Placement Bureau. These students are rated twice each semester by their immediate supervisors on such matters as progress on the job, attitude towards fellow workers, attendance and punctuality, aptitude for work, etc. (See Appendix A, page 84.)

In such programs the college gains by the use of the facilities — laboratories, equipment, etc., which it never could afford otherwise; by the addition of trained personnel to supervise the work experience of participants; by ready access to the latest information on new techniques and new equipment; and by the maturing effects of the job on its students in a live situation. "Cooperative Education in the United States," a free pamphlet describing these programs and listing colleges that have them, can be obtained from The Division of Higher Education, Office of Education, Washington 25, D. C.

There is a natural affinity between the placement service and a work experience program. Confusion can be minimized if employers have one source of information for all matters having to do with employment, and placement personnel should be able to display much greater sophistication regarding employment problems than other school personnel. Since the working student provides the one point of contact many employers have with the college, this relationship should be fostered by proper coordinating procedures.

Public Relations

The true community college is the legitimate offspring of the community, its resources, its culture, and its aspirations. Here exists no "town and gown" cleavage so characteristic of another time and place. The college placement office can be a potent liaison agency between college and community. As an interpreter of the college program and an information center regarding the quality and quantity of its product, the placement bureau is on the front line. Then, too, as a service organization with responsibilities to employers as well as students, its relationships with business and industry become personal and friendly.

Even though the placement director does not consciously promote the role of public relations in placement activities, he represents the college and its products just as the company recruiter puts forward the best foot of his company. He is in a position to gather opinions, reactions, and attitudes of the industrial community, and must be uncommunicative indeed if he fails to channel this information to personnel and curriculum authority.

Curriculum Development

One of the functions of the modern junior college is responsibility for serving the community with terminal curriculums tailored to meet the needs of local business, industry, and government; it follows that community resources must be tapped if any realistic assessment of such needs is to follow. The placement office becomes in effect a listening post, an interpreter of the needs of the community. For example, the Jet Propulsion Laboratory in Pasadena had need of research assistants with training in instrumentation, chemistry, physics, and mathematics. The placement officer arranged a meeting of school and laboratory officials. A curriculum was agreed upon, a teacher appointed, and the course catalogued. Thus, the practical utilitarian needs of industry became merged with educational practice.

Most terminal curricula must be justified by a need for workers in the fields for which the course educates. As technological change occurs, demanding new or higher skills in any particular occupational area, or in some cases even eliminating the need for workers in certain fields, it is important that the college make use of all possible sources of information to keep abreast of these changes. Since, by reason of his job, the placement director is in a position to acquire much information, it is essential that he be a member of the committee on curriculum.

His sources of information will include:

1. Employers, through discussion of job requirements.
2. Advisory committees to business, trade, and technical programs.
3. Reports of student-placements about their experiences on the job.
4. Studies of graduates and others leaving college regarding employment, job success, etc.

The placement director should report to the faculty, preferably at a general meeting, the results of his surveys and studies. The faculty will be interested particularly in the comments of graduates in their evaluation of courses and methods of instruction.

Thus, if the business, technical, and trade courses satisfy the scrutiny of employers, and if proper placement procedures follow the training to insure successful induction into work, it is almost impossible for community-school relations to deteriorate as regards manpower needs.

Vocational Counseling

A list of reasons justifying the establishment of junior college placement offices should include the statement that junior colleges have problems which differ from those of standard colleges and that their placement services differ from those of universities in that the guidance function becomes paramount. Counseling which contributes to the readiness of the applicant for induction into occupational life — counseling in the techniques of the interview, methods of evaluating growth possibilities of companies, opportunities for promotion, value of the training program and what the employer expects and demands of his employees — all these and more are part and parcel of placement at this level.

Wallace Jamie, Director of Public Relations for the Carnation Company and an experienced recruiter of college personnel, has recognized this difference and has stated it very well:

> "I feel, for example, that there are a few activities in which the junior colleges have surpassed some of the four-year colleges in relation to placement techniques. I refer, for example, to the job which many of the junior colleges in the west are doing with respect to counseling of students."

II. Organization of a Junior College Placement Service

Placement services cost money, and the need for such offices must be recognized by the three parties most concerned: the community (students and parents), the employers, and the college (its administration and faculty). The development of such a service can proceed from a well considered campaign or, like Topsy, be one that "just growed." Too often this latter type exists (but does not flourish) by the expedient of assigning a counselor or administrator to a few hours a week of so-called placement duties. He, in turn, reassigns the job to an overworked secretary who sandwiches these duties in between other chores.

This kind of service can never be effective, is grossly inadequate, and should never be called "placement." A true placement service must originate from recognized need—not the need to provide someone with a job—but a concern with what happens to the product of the school. The promotion of a program can originate with anyone—a superintendent, a principal, or a teacher—but always through administrative channels. No more sure way of killing such a proposal exists than by someone in a low echelon bypassing his president and proposing the matter to a trustee.

One very sound procedure is to include this service in the original program of a new college. This is the time when the service can logically be considered as an integral part of guidance and as such has less need for justifying its existence. Proper quarters can be drawn into the building plans, new personnel can be hired rather than excess teachers reassigned from an overloaded department, and the service will escape the feeling of being a stepchild of guidance or instruction.

Advisory Committee

The origins of most placement services stem from the needs of employers and students for a liaison service to effect employment introductions. First, however, the program must be sold. There are certain preliminary steps to be taken before presenting the proposal to the superintendent or board of trustees. The proposal will acquire status if it is made by a committee, and the more impressive and knowledgeable the personnel of the committee the better.* It should be composed of top people from administration and pupil personnel, employers, and perhaps union representatives. This committee will have no long-term existence. Its duty will be to discuss the advisability of organizing the service and after presenting its recommendations will be disbanded. If the recommendations are favorably accepted and a service is authorized, an advisory committee should be formed to consider policy, extent of the service, etc. This committee, composed largely of college personnel, will design the format of the service, and it will decide such important matters as:

1. Centralized versus decentralized service.
2. What personnel are needed and who is responsible to whom (status of director, etc.).
3. Who shall be served—part-time students, graduates, alumni, etc.
4. What shall be its relationship with other agencies (private agencies, state agencies).
5. Inclusion of research activities, counseling, testing, and follow-up.
6. Facilities (quarters, phones, files, etc.).

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*See Appendix B for an example of the work of such a committee.

Up to this point, organizational decisions have developed from external sources. With a director and other personnel appointed, with the service housed and ready to open its doors, internal decisions and actions must be taken. How shall we recruit applicants? How do we acquaint employers with the service? How do we solicit jobs? What office procedures shall we adopt? It is with such problems posed by both external and internal sources that we will be concerned in the remainder of this section.

Centralized Versus Decentralized Form of Service

Patterns of organization may well vary with types of institutions according to size, complex of courses, amount of departmental autonomy, entrenched faculty desire to place their own students, and established contacts between faculty and employers. It will also vary with the amount of confidence displayed by the faculty in the placement director and the kind of administrative backing he receives from his president and the staff.

It should be repeated here that placement in the junior college is uniquely different from that of the university or four year college. A certain amount of decentralization may be preferable in the university and in the technical institute.

Also specialized colleges of the technical institute character may accord to placement services an important position among the responsibilities of individual departments. Professional concern for the reputation of the department will constitute an over-riding factor in maintaining careful selection procedures. As an example of such a decentralized service turn to page 97 in the appendix.

There is general agreement that at least a certain amount of centralization is necessary at the junior college level. The advantages are evident: (1) It is important that a central depository for placement records be established; and (2) it is logical and less confusing for employers that one place of contact be established for all types of jobs—technical, business, etc.

However, these are merely technical details. The important matter for consideration is that of effective placement. Most junior colleges cannot afford assigning placement personnel to each department; and if placement is relegated to overworked departmental secretaries, it will usually degenerate into haphazard employment referral. If placement is left to teachers, results can range from the professional to the disastrous. How often do placement officers

writhe when they find that a top student has been referred to, and employed by, a firm or employer where his qualities and talents are unnecessary—where his skills are unused. This so-called placement has fattened the ego of the teacher but rendered a tremendous disservice to the student and dissipated the talents of the college.

Then, too, personal friendships develop between teachers and students which place the teachers in embarrassing positions when references are required or when recruiters are on campus. To be effective, placement evaluation must be impersonal.

Actually, there is no such thing as pure centralization. Placement as distinguished from routine employment referral is a joint effort on the part of faculty, counselors, records officers, and placement personnel. The placement office makes use of all these sources in seeking applicants and in forming a composite evaluation of the subject. Thus the office becomes a central agency for the gathering of information, its methods are eclectic rather than independent, and its referral activities the end product of much research and coordination of effort.

Placement Personnel

Central to the success of the bureau is the selection and allocation of professional personnel to staff the office. Experienced workers in this field are scarce. Personnel experience in industry does not necessarily qualify for college placement. College teachers or counselors who have had experience in business or industry and who express an interest in working in placement are sometimes more interested in using the job as a stepping stone than in making a career of the position. First, let us consider the qualifications of the director.

The Director

Germane to any consideration of the qualifications of a placement director is a job description of his position. There are some duties common to all or most such services, and these might indicate some of the basic requirements to look for in hiring such a person.

1. Participation in Policy Formation of the Administrative Staff

It is essential that the placement director be allowed some status which brings him into close contact with administration as well as faculty. This position allows him to assist in formulating college policy. His ability to get things done with dispatch, to make the decisions relative to his position in the college, and to get cooperation and backing in his larger undertakings are facilitated to a large extent by his professional rating.

2. Performance in Public Relations.

   To provide most effective service, the director must acquaint the general public, students, employers, and school staff with the functions of his office. By means of reports, studies of working students, letters, and brochures he informs the lay public of the college program and its products. In turn he relays to school administration what he learns from business and industry. To do this work he should have some small ability, or at least willingness, to write.

3. Supervision of Placement Procedures.

   Since the director is responsible for the objectives and policies of the service, and since the type of organization should harmonize with the existing college organization, it would seem logical that basic education in the larger structure (education) be the first requisite. While a background of work experience in business, industry or government would be quite valuable, given a background of teaching and/or administrative experience in the college, the man of intelligence and drive will in time acquire the necessary information on matters occupational and technical in respect to placement.

4. Provision for Vocational Counseling.

   We have mentioned previously that fundamentally placement is a guidance activity, an advisory service, and a clearing house of occupational information. It is assumed the director will have had some professional preparation in the field of guidance. He will, it is expected, do extensive reading in the field. The larger part of his value as a counselor, however, will come from his experiences on the job. The student will be asking very practical questions. "How does my education stack up with the requirements of Company A?" "What salary can I expect to start at as a junior accountant?" When he asks, "What do you think of International Paper's training program?", he will not appreciate weasel words, evasive tactics, or return questions.

The placement officer is attempting to serve the student in a limited advisory capacity; to help him focus on a few realities before making a decision. To direct the conversation into channels where the student is faced with the necessity of evaluating himself in relation to job needs is not difficult. He has come to this office voluntarily. He has come because he believes the placement officer knows more about job opportunities and job requirements than he, the student, knows. This belief leads him to hope for, and to expect, honest, clear responses to questions.

5. Direction of Placement.
   Depending upon the size of the college and the extent of the service, the duties of the placement director can vary from the purely administrative to those of the general factotum. Most junior colleges will inaugurate the service with the appointment of a director and a secretarial assistant. As the needs of the office become more apparent, other personnel will be added until, in the larger institutions, the staff will consist of director, two or three interviewers, and a receptionist. In the beginning, however, the director will do his own interviewing, referral, and placement. The man who is unwilling to wear two hats — that of administrator and that of placement worker — should not be considered for this post.

6. Supervision of Personnel.
   The qualifications needed by any person charged with this responsibility are difficult to find. He must be amiable without being soft, show a degree of consideration for his staff which will not be mistaken for weakness, insist on standards being met without being considered unreasonable, and command the respect of his staff by being professionally competent in his field.

7. Administration and Supervision of Office Procedures.
   The director should be prepared to cope with details. Scrupulous attention to minutiae requires the kind of mind which the man of imagination and action may not always possess, but will need to acquire in order to competently direct the work of the placement office.

The Interviewer

If the service has grown from small beginnings into a bureau where the roles of placement workers become more specialized, or if, in larger colleges, the authorities decide to give birth to a service which, Minerva-like, leaps into being full blown, then the first requirement in personnel after the director will be one or more interviewers. Unlike their counterparts in industry, student employment interviewers assume duties other than interviewing applicants for jobs. Junior colleges cannot afford the luxury of unlimited office help. Therefore, the interviewer will discuss job offers with employers, assemble data on student qualifications, refer students to the job, check with the employer or student as to the success of the referral, and attend to such details as posting and filing. Let us sum up by saying that this person will be busy. In a junior college placement office the interviewer is a key person, and considerable thought should go into his or, more likely, her selection. The ideal person for this job should be intelligent enough to learn a great deal about the college program, should have spent some time working in other offices, should be temperamentally suited to dealing with students, should have a happy disposition, should be healthy since excessive absenteeism places a burden on other workers, and finally (this is difficult to find) develop pride in the job, professionalism, and loyalty to the service.

Qualifications of the Interviewer: Almost every person who must evaluate the work of others for upgrading purposes, whether for advanced placement in educational institutions or for a better job, finds himself at some time or other doing interviewing.

Most people who "like people," think that they "know how to deal with people." In industry, youngsters freshly out of a course in industrial relations and who want to "get into personnel work" are thrown into the arena in this most critical area of personnel work to try them out. That the results are sometimes appallingly bad is to be expected.

Job placement interviewers in colleges, who quite often are also directors, are sometimes appointed to the job because they are popular teachers, because they are ambitious youngsters "on the make" and hope to use this office as a stepping stone, or because they are excess personnel and administration wants to get them out of the hair of others. There must be other and more valid criteria for the selection of such people. The following qualifications may not be too unreasonable:

1. He should have had some years of experience working as a teacher or administrator of the junior college age group and understand and have sympathy for the problems of this group.
2. He should have a thorough knowledge of the philosophy of junior college education and have as complete a knowledge of course offerings as is possible in order to properly evaluate the education of the applicant in relation to the job.
3. He should be friendly but objective. He must not allow his sympathies to warp his judgment.
4. Since selection procedures involve the matching of individual qualifications with job requirements, he must be able to learn the requirements of a great many kinds of jobs.

The Receptionist

There are times, when all of the phones are ringing, that all personnel become receptionists. Usually, however, the receptionist is on the front line. Hers is the first voice the employer becomes acquainted with, hers the first placement personality the student encounters. Her duties are varied. In small offices she is receptionist, interviewer, and placement clerk. In large offices the receptionist duties take up a large amount of her time, but she also refers students to casual or spot jobs, accepts part of the job orders, and, if she is the best typist in the office, takes care of correspondence and the mimeographing of reports, etc. This person must be able to take pressure and above all be personable.

The Clientele (Who Shall Be Served?)

The obvious recipients of the service are student applicants and the employing public. But should the service be available to all students and to all employers? One of the decisions which must be reached early in the organizational period concerns the amount and degree of autonomy that is allowed the bureau. If the placement director is honest with one segment of his clientele, the employers, he will not refer students who are bad moral risks or whose unstable characters render them unfit for employment. Conversely, every placement office will become acquainted with employers whose

word is not to be trusted, who make one kind of offer to the placement office and a lower one to the applicant. Every placement man will at some time find that he must refuse service. In some cases this must be done bluntly — in most cases, diplomatically. Fortunately people of this stamp, both students and employers, are very much in the minority. Let us first discuss student applicants.

The Student Seeking Part-time Work

With approximately two-thirds to three-fourths of the junior college student body working an average of about 20 hours weekly, part-time employment becomes big business for the placement bureau. There is some disagreement as to how far the service should go in serving this need. Some administrators have become intimidated by forthright demands from departmental chairmen and faculty that students should be discouraged from working. Some administrators do not believe that part-time placement serves any useful educational function and have forbidden their placement offices the right to perform this service.

The arguments for part-time placement are fairly substantial and should be listed:

Value to the Student.

1. The education the student receives from the job both from the technical and human relations standpoints.
2. Vocational and occupational information acquired first-hand from working in the field.
3. The maturing effect of working with adults.
4. The earning of money which enables the student to remain in school.

Value to the Employer.

1. The provision of screened help to fill marginal hours and lower level positions.
2. The opportunity to try out workers for jobs which may develop into full-time positions after graduation.

Value to the College.

1. The establishment of friendly relations which may later result in full-time job orders.
2. The provision of laboratories off-campus which in effect enlarge school facilities with better equipment than the school can provide.

3. The flow-back of information from business or industry which keeps the school technically upgraded.
4. The public relations values accruing to any institution which provides a professional and needed service to the community.
5. Information gained about the student as a basis for recommendation for full-time employment later.

The "Terminal" Graduate

By "terminal" education we mean that combination of general and occupational education courses which prepare the student for employment with two years or less of college. These will include courses in the trades such as printing and machine shop; courses in the technical fields represented by such courses as electronics, drafting and oil technology; and business areas including secretarial, accounting and business machines courses. However, the graduates of junior colleges cannot be neatly compartmentalized by describing them as "terminal" and "transfer." Many students who majored in terminal courses later take needed make-up transfer courses and enroll in four-year colleges. Many students who majored in transfer work find good jobs after graduation from junior college and never complete their work for a bachelor's degree.

It is the group who has terminated schooling after graduation from junior college with which we are here concerned. Placement of students who have completed planned programs of training is a major phase of the bureau's work. It is also the most critical. If the office is to acquire and maintain a reputation for judgment and integrity, it must not make many mistakes in its efforts to match applicant with job.

The "Dropout"

The percentage of students who withdraw from college either voluntarily or otherwise is high. Many of these dropouts will apply at the placement bureau for a job. They present a problem for several reasons: (1) frequently they are not of a very high calibre from the standpoint of scholarship or stability; (2) it is difficult to predict their actions from one semester to another. Will they return to school next semester, or will they settle down into a permanent job, and (3) male dropouts will as a rule be eligible for the armed services. Some will enlist, some will be drafted, but the majority will drift in a state of uncertainty until they are called.

For the above reasons, these people may be very poor risks for referral to career openings. In many cases they can be referred only to jobs requiring little or no training and presenting small opportunity for advancement. It may be desirable to refer these students to other community resources such as the state employment service for testing and placement.

The Alumni

For sundry reasons the placement officer in the junior college is visited by alumni who have obtained their degrees from four-year colleges or who have withdrawn from those institutions. The reasons are valid. They know and have confidence in the director. They want a job in their home community, and the director is better acquainted with local business and industry than is the more distant university placement service. Employers know this and frequently present job-orders for four-year degree people to the junior college bureau.

Foreign Students

Many junior colleges enroll foreign students who are in the United States on student visas. While these students are expected to have sufficient funds to finance their education while in the United States, sometimes situations develop which make it necessary for them to find temporary part-time employment. In cases of proven need, a permit to work may be secured by filing the proper form with the nearest immigration office. The college should have these forms on hand. It is important for the placement officer to know the rules governing employment of foreign students. A student who works without permission from the Immigration Department is liable for deportation.

One type of employment which offers value to the foreign student beyond that of financial assistance is the "live in" job. In return for room, board, and sometimes a small amount of money, the student performs the usual household or garden chores. Living with an American family gives the student a chance to practice his English and become better acquainted with American customs.

The placement officer, consulting with the foreign student adviser regarding the needs of the student, should spend considerable time in preparing him for his entry into the home and also in acquainting the employer or host with what he should expect from the student and how he can best cooperate with the school and student to further the aims of the placement. See Appendix A, pages 76 and 77.

Relationships With Private or Fee Charging Placement Agencies

Earlier in this bulletin we have discussed at some length the relationship between college and free state employment services and the pros and cons for loose or close affiliation. Frequently the college placement director will be asked by private, fee-charging agencies to refer students to them for jobs. The policy of the placement bureau regarding this matter should be established in the early stages of organization. Most directors are opposed to referring students to a specified fee-charging agency although they see nothing untoward about advising students to use any and all agencies which might help them. Fee-charging agencies usually will not divulge the name of the client for fear that referrals will be made directly. College placement offices want to know where their students are being hired. When the placement director explains to the fee-charging agency in a frank manner his reasons for non-cooperation, the issue is usually settled amicably. Some private agencies charge the employer for their service, and at times an agency will not charge for part-time job referrals. In these cases there are no particular problems involved.

Research and Follow-up Services

When placement services are mentioned they are frequently coupled with the words "follow-up." It is assumed that the director will make formal studies of the activities of graduates, dropouts, and other working students. How seldom this takes place is evidenced by a survey of the literature of this kind that is available.

If the administration expects the placement director to provide these studies, time and money must be allotted for this purpose. It is true that all offices maintain a running, day-by-day check on referrals in order to check placements, and a by-product of this checking is an informal relationship between the office and employer which provides some information useful to the school. Nevertheless, some more formal, systematic series of studies should be maintained if for no other reason than to provide the administration with statistical information useful when answers are needed. That accreditation teams seem impressed by even the simplest efforts in this direction is another indication of how rarely studies are made. (See Appendix A, pages 81, 82, and 83 for an example of such studies.)

Facilities

The newly-established placement bureau in a junior college is usually treated like David Copperfield. If there is some unused closet or stockroom in the counseling suite which can be hastily closed in with wallboard, the placement director will find himself the occupant. There is no need to elaborate on what this does to the morale of personnel and to the status of the service in the minds of students. The advisory committee will be derelict if it fails to recommend suitable quarters at the outset.

The absolute minimum in physical facilities consists of separate rooms for the receptionist and the director. Privacy at the interview is imperative. A waiting room or space for applicants is necessary, preferably stocked with occupational material such as company reports, civil service or government job descriptions, etc.

The telephone service is very important. It should definitely not be tied into the trunk of the counseling or any other school office. There should be an extension for each of the placement personnel. This may seem elementary, but despite the fact that the telephone is the life blood of the service, it is surprising how parsimonious business agents can be about this service.

A decision must be made regarding types and sizes of filing cabinets, whether visible or vertical. For permanent records the 5" by 8" size seems preferred by most offices. All permanent forms should be printed on heavy stock, and those of men and women should be of different colors.

The Budget

At an early stage in the deliberations of the advisory committee the question of costs will arise. In the case of decentralized services, will charges be levied against departments or the general budget? If the service is a centralized one, shall we charge against the placement budget duties which are only remotely related to the placement function but which, unhappily, have a way of finding a home in the placement bureau? Should some of the costs of such related activities as the work-study program be charged against the instruction budget?

Regardless of the type of service under consideration, if centralized facilities are provided some costs will be original and non-recurrent. Office space and office furnishings such as counters, desks, storage counters and file cabinets come under this category. First costs may be comparatively high but it is essential that the office be attractive and not equipped with cast-off desks and chairs dredged up from the storeroom.

While costs for the first year must be considered, it is the year by year budget that is of greatest concern to the business office. Salaries of the director and his assistants, replacement of capital equipment, costs of supplies and services (telephones), mileage for travel, etc., are basic costs to be considered in budget planning.

It is not practical to estimate probable costs of a placement service by using those supplied by other institutions. To be of any value, these figures must be subjected to a breakdown based on an analysis of the services offered by the colleges under study. It would be difficult to find two placement bureaus offering identical services.

Attempts have been made by researchers to estimate costs per placement by dividing the expenses of placement services by the size of the graduating classes. A more realistic method might be to analyze costs based on the numbers of applicants, referrals and placements — the number of job requests received — the type of placements consummated, full-time or part-time — the amount and kind of screening provided — the counseling services offered, etc. Then a decision must be made regarding services desired and the amount of personnel and facilities required to meet the needs. It is not necessarily true that the college will get what it pays for but it should not expect to acquire a good and efficient service cheaply.

III. Operation of a Junior College Placement Bureau

As is true with any complex office, there are many details associated with the daily routine of operating a placement bureau which are not obvious to the inexperienced or casual observer.

The following discussion is intended to provide information which will enable those starting a placement service to avoid pitfalls others have had to learn by trial and error.

Enlisting the Support of Administration and Faculty

A printed announcement by the president will serve to acquaint faculty and administration with the structure and purposes of the placement bureau. It is often difficult to arouse much interest or enthusiasm in the academic mind for a service of this sort. Business, technical and trade teachers are in a better position to recognize the essential relationship of placement to their type of education. Nevertheless, the attitudes expressed by college leadership towards the service have a way of seeping down and influencing others.

From this point on it is incumbent on the director to create his own favorable working climate. If he has worked in some other capacity in the college and is well acquainted, his difficulties will be minimized. If he is new to the college, he must spend a great deal of time becoming acquainted, especially with teachers and administrators with whom he will be working directly and closely in the performance of his duties.

It is necessary to clarify that the director is working *with* the teacher and counselor in placement, and relies on their appraisal of student qualifications to fit job requirements. This relationship is especially necessary between teachers of skill subjects (business, technical, and trade) and the placement office.

Student and Job Recruitment Procedures

At first, the placement bureau is in the position of having no product and no customers. All of the obvious methods should be used to acquaint students and employers with the service. The college newspaper, administrative bulletins, and announcements in class by instructors should all be used. If the bureau is located on a corridor where there is much student traffic, there is little likelihood of the service remaining unnoticed.

Advertising the placement bureau among employers is more difficult. Many employers have been accustomed to calling college personnel — it may be the secretary of the business department or a teacher of accounting — for student help. All departmental offices should be instructed to refer such calls to the placement bureau. This can be a difficult situation. Many instructors will resent having what they regard as a prerogative taken from them. Tact on the part of the director is demanded. If persuasive tactics are not effective, an administrative ruling is called for but should not be invoked except as a last resort.

If the budget will permit, all businesses which are prospective employers should be circularized by brochure or letter. While the response may not be immediate, the director should not be discouraged. When the need arises for help, perhaps months later, the office will be called and reminded of its offer of assistance. One warning, however: the director should inquire whether the state education code permits the use of educational funds for this purpose. Some rulings permit the dissemination of material (from a public institution) only when it is asked for by the recipient.

Personal visitation by the director to the place of business or industry is time-consuming but fruitful. It is especially necessary if the director is new to the district. He should not be surprised at the cordial reception he will receive. Most employers will appreciate the time and effort involved.

Obtaining invitations to speak at service club luncheons is an old and honorable practice. In spite of the informality of such occasions, the director should not be misled into going inadequately prepared. "Off-the-cuff speeches" and an "I am just one of the boys" attitude are somewhat out of character in a college man. Questions will be asked. The director should know the college program as well as his own service.

The Small Placement Service

While the guidelines for placement proposed in this bulletin are designed for all sizes and types of junior colleges, it should be obvious that some activities, which are feasible where adequate personnel is available, are impractical in the small, undermanned placement office. Even in a large college, if the budget for placement is small, the total personnel may be limited to a part-time placement officer who is assigned so many other duties that most of the routine work of placement is performed by his secretary.

In such situations, the placement officer is forced to set up priorities. Certainly he will have little time for follow-up studies. His work with part-time student workers will be limited. He will be unable to visit business firms or industrial establishments. Nevertheless, only the quantity, not the quality of his work should be curtailed. The same standards of appraisal and selection should be maintained.

Under these conditions the placement officer may have to resort to certain expedients. Free, part-time student help is sometimes available. However, these people should never be given chores involving the use of confidential student data. University students who are education majors can make a project out of doing a follow up study on placements. At the worst, the placement office may be forced to belie its name and restrict itself to being a job distribution center, referring its job orders to department heads for action and confining its own activities to those of recording and filing.

A more efficient method of operation would be that of developing a cooperative effort with the local state employment office. Arrangements can usually be worked out whereby the state office will either furnish personnel and desk space in their own office, or assign interviewers to the college. As an extra dividend, the state employment offices will give interested students the General Aptitude Test Battery and provide counseling based on the results of this test.

Many technical institutes prefer having their placement taken care of by individual departments. (See appendix D for a description of such a program). The organization can take the form of a modified centralized plan headed by a counselor or dean on a part-time assignment. Job orders are accepted by the placement office and referred to departments for action. The placement office will keep records of placements and prepare an annual report to the president. In technical colleges this form of service can be quite effective if teachers regard placement as one of their responsibilities.

One expedient, which should be utilized only as a last resort, is to assign a secretary the task of scheduling students for interviews with company recruiters and listing part-time and full-time job openings on a bulletin board. No records are kept and no reports made. The work done by the secretary is only one of other duties. This kind of service should not be labeled "placement" as it offers only a token resemblance to the real function. The cost to the college is small or almost non-existent; the service is worth about what it costs.

To summarize, if costs present a barrier to the organization of a well-staffed service, the comprehensive community college would do well to investigate the possibilities of a joint state employment-college placement office.

If the college is a specialized or technical institute type of institution, the decentralized, departmental-oriented kind of service as described in Appendix D is suggested as worthy of study. If the college is quite small, some one in student personnel may be assigned to part-time work in placement, restricting his efforts to evaluation, selection and referral of students to full time, career openings. The college will benefit more from one good placement than from a dozen careless ones.

Registration of Applicants

It is nine o'clock and the student applicant arrives. (From 8 to 9 a.m. and from 3:30 to 4:30 p.m., the office is closed to students to permit office chores such as filing and posting to be completed.)

The student reads a sign which instructs him to complete an application form (see Appendix A, pages 64-66) and present it to the receptionist who will then arrange an appointment for him with an interviewer. No student is interviewed unless this card is before the interviewer. This 5" x 8" card contains among other information the student's class schedule (no one is permitted to register in the Placement Bureau before he has completed enrollment procedures), his major field of study, teacher references, work experience, amount and type of training, and personal data.

As time permits, the card is coded or tabbed on the basis of the kind of work he is seeking. (See Appendix A, page 67, Code Table, for an example of one method of tabbing.) As soon as possible, evaluation forms are sent his references. When they are returned they will be attached to the application card which will be filed alphabetically.

At this point, it may be interesting to turn to Appendix A, page 63. This "Flow Chart of Selection Procedure" was developed for use by Proctor and Gamble and was included in the National Industrial Conference Board's "Recruitment and Selecting Employees." These twelve steps are not necessarily taken in the order indicated, and one or more steps may be eliminated or others added. It was included in this bulletin because most of it is applicable to college placement procedures.

The Preliminary Interview

At the time of the interview appointment, the student notifies the receptionist of his presence. His card is already before the interviewer. The interview proceeds with the understanding that it is preliminary in nature. Information on the card, work experience, etc., are clarified to the satisfaction of the interviewer, and judgments are made, valid or not, regarding the personality and intellectual traits of the applicant.

It may well be that at the time of the initial interview a job is available with requirements that can obviously be met by the applicant. In that case, referral is made immediately. For the most part, however, jobs tendered the college placement bureau require some training or experience. These call for an investigation of the student's records (grades and test data), teacher references (see Appendix A, pages 74-75), either verbal or written, and perhaps a discussion with the employer of the applicant's qualifications.

Records

Arrangements should be made with the dean of admissions or whoever is administratively responsible for transcripts and other school records for permission of placement personnel to extract information regarding grades and test data from the files. Some records offices would prefer having their own personnel provide this information. The information needed is written on the application card or some attached form. These kind of data will quite often provide an excellent foil to the charming manners and beguiling smile of the "personality" boy or girl.

When this material is compiled with teacher evaluations, the interviewer has some solid basis for his evaluation.

The Use of Test Data in Placement

Many employers are attracted to college placement offices because of the facilities these offices have for preliminary screening. Grades and test data dating back through the applicant's high school years are available to college placement officers through the school's records office. At the discretion of the placement director, and if the student has granted permission, some of these data may be given the employer.

One device which is available wherever there is a state employment service is the General Aptitude Test Battery, familiarly known as the "Gatby" or G.A.T.B. The entire test, or, portions of it, are available to most colleges and may be used by referring students to the local employment office. Professional counseling, based on the results of this battery, is also available from the state office.

Placement workers recognize that tests and test data are only tools which are used in combination with other evidence to form a basis for job counseling, and that all such data should be used with caution.

Faculty Appraisal and Recommendation

Job requirements cannot always be met by checking through the applicant file. At times, job qualifications need to be explained in detail to the teacher whose course provides the most likely training for the job. Sometimes the employer is in a hurry for help. Usually the employer places his order with several sources and the placement office dares not procrastinate. These are the considerations which take the placement director out of his office and into the classroom or teacher's conference room.

Probably the most effective placement occurs when the placement officer sits down with a teacher and discusses the job, the employer, and the students recommended by the teacher.

The Interview

The interview is the oldest and most esteemed of all screening techniques. As a basic tool of selection, its primary function is to get pertinent information to aid in making an accurate appraisal of the applicant's qualifications to hold a certain job.

The college placement officer is concerned with this practical and forthright purpose, but by the nature of his affiliations must also consider the interests of his primary client, the applicant. The ambivalent position in which he finds himself, wherein he is simultaneously serving two clients — the employer and the applicant — demands an adherence to what might be called the ethics of placement — holding to standards of professional conduct noticeably lacking in the methods of some business recruiters.

The student applicant has faith, (and let us hope it is not misplaced), in the sincerity and good will of his college placement officer. He does not regard the interview as a probing session in which the interviewer should be approached with caution. Rather, the placement officer is a potential ally and a source of information — a counselor and guide.

The placement officer becomes almost immediately a vocational counselor. He is not necessarily concerned with selling the merits of Company A, rather, he supplies the applicant with the information needed to compare the probable advantages of working for Company A over those offered by Company B; why his educational preparation would make him more attractive to Company A than to Company B, etc. The interview develops into an exchange leaning towards the friendly, personal, informative and even directive. Moreover, the interview may progress beyond a friendly informal discussion of such information and lead to providing the student with vocational advice.

Proper Conditions for the Interview

Two conditions are essential to good interviewing procedures: (1) sufficient time, and (2) privacy. Interviews should be scheduled by appointment only, and not less than a half hour should be alloted each full-time, career applicant.

Since privacy is essential and only the interviewer and the applicant will be present, the quarters may be small but, if possible, partitions should be built from floor to ceiling so that conversation cannot be overheard.

Techniques of Interviewing

The interview cannot be conducted properly in a vacuum. Milton M. Mandell, Chief of the United States Civil Service Commission, has said, "The basic difficulty of the interview, as usually conducted, is that it involves making extensive inferences from limited data obtained in artificial situations by unqualified observers."

The interviewer should have before him information gathered from such sources as teachers, counselors, previous employers, school records, and test data. This will be attached to, or be a part of, the application card. If the interviewer prefers to structure the interview, forms for that purpose can be developed. An example of such a form is reproduced in Appendix A, pages 72 and 73. It would be best, however, if the interview procedures are not conducted in too rigid a manner.

There is some disagreement among personnel workers regarding the best method of conducting interviews. Interviewers for large firms are more inclined to use a planned or "structured" method, while most college placement officers and some smaller firms prefer more flexibility. (See Appendix A, page 69, Reviewing the Application Blank.) There is a strong argument for a certain amount of preparation for the interview. The interviewer should know the job requirements and student's qualifications.

Mr. Harry Kitson has prepared a check list for interviewers which suggest generally agreed upon techniques:*

1. Did I prepare for the interview?
2. Did I put the client at ease?
3. Did I concentrate on the interview and discourage interruptions?
4. Did I gain the client's confidence?
5. Did I display sincere interest in his problem?
6. Was I a good listener?
7. Did I control the interview?
8. Did I phrase the questions so that they were easily understood?
9. Was I objective and non-judgmental?
10. Was a clear decision reached and a plan of action mutually agreed upon?
11. Did I obtain and give all pertinent information?
12. Did I avoid giving advice?
13. Did I terminate the interview by summarizing the action to be taken?
14. Was the interview completed within a reasonable time?

A first step will be the obvious one of putting the applicant at ease. He will almost invariably wait for the interviewer to set the tone.

It is well to start with questions regarding the applicant's school experience. Here we are on common ground, and the applicant will be able to talk objectively regarding a subject with which he is familiar. This can proceed into a discussion of his training and its relation to the desired job.

After the ice is broken in this way, it will be easier to direct the conversation into the more personal realm of finances, marital

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*Harry Dexter Kitson and Juna Barnes Newton, *Helping People Find Jobs.* (Harper and Brothers, New York: 1950).

status, health, job interests, and motivation for going to work rather than acquiring more education.

JOB
OPENINGS

It is most important that the placement officer get a true picture of the applicant's goals, if any. He must decide in his own mind whether the applicant is honest when he states that he is not returning to school, that he wants a trainee level job, and that he expects to remain with the company on a permanent basis. The employer has a right to expect this much screening from the bureau.

During the course of this fact-finding give and take, the interviewer will be forming his opinions regarding the applicant's appearance, attitude, verbal ability, maturity, and, to a more limited extent, his imagination, initiative, and general intelligence. (See Appendix A, pages 72 and 73.) It is in the appraisal of subjective factors that the interviewer must exercise the greatest care. Most of us have at some time been misled by the winning smile, the cordial hand clasp, and the smooth line.

The company interviewer attempts to evaluate college students for training programs on four main points:

1. School success.
2. Personal characteristics.
3. Extra-curricular activities.
4. Work experience.

The college placement officer will attempt to match job requirements by using the same four points for appraisal purposes. Information regarding school success is a matter of record. The remaining three items can only be covered by the personal interview, assisted by teacher or counselor references and employer evaluations.

As has been mentioned before, the placement officer in a junior college plays many roles. Not the least of these is that of interviewer which is so tied in with that of vocational counselor that there is a very thin line of demarcation. Job referral is only the final act of interviewing. Occupational orientation usually occurs just before or when the student leaves school, and at this point the placement bureau, as the only terminal agency available to the student, is in the best position to provide it.

It is during this final interview that the placement officer may provide his greatest service to the applicant. Aptitude and motivation as prime ingredients of vocational planning should be coupled with information regarding requirements of jobs (placement counseling) before vocational choice is established.

Local conditions of supply and demand as indicated by the placement officer may have either a salutary or a deterrent effect on choices largely arrived at through ignorance or romantic attachment. And even though these local conditions may not be representative of employment opportunities in any particular industry on a national scale, and although recent employment conditions affected by recessions or booms may have further distorted the occupational picture, still it is the duty and paramount responsibility of the placement officer to lay all available information on the line. Then will the relationship of the specialty (the job) to the family of occupations (related jobs) become realistic to the counselee.

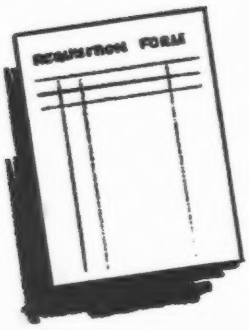
One cogent argument for providing placement services for part-time workers is the value such jobs have as tryout experiences. Even students who have settled on a certain vocational area — let us say electronics — find by working on various jobs in the field that research laboratory work does or does not appeal to them; that work in the computer industry either bores them or fires their imagination; or that radio, television or radar is what they really like.

The placement officer of experience and insight will recognize the values of these experiences to the student and will capitalize on them when the time comes for career placement.

It is at this time in the student's life that he must begin to separate the particular from the general; to study policies, promotional possibilities, etc., of certain companies within industries. By the age of 20 he has usually held part-time jobs with a number of different companies. He has acquired some disillusioning along with rewarding experiences. Within the confines of the industry in which he is interested he has discovered that Company A pays well, hires quickly when it acquires a large governmental contract, and fires just as quickly when the work is finished. Company B, a manufacturer of civilian goods, lacks glamour, the pay is less, but the security greater. It is all very educational. With his feet wet from working with diverse kinds of companies, the student will have some basis for making a choice when he has graduated and is looking for a career job.

As the placement officer acquires experience and information about companies both national and local; as his files expand with brochures and annual reports of these companies; as he keeps attuned by means of follow-up studies with the experiences of placements in these companies, so much more effective does he become as a job counselor, and so much more readily can he supplement the student's work experience with his own accumulated knowledge.

The interview closes with the director furnishing the applicant with referral cards (cards of introduction to employers — See Appendix A, page 78). At this time he should stress the importance of the applicant keeping the bureau posted as to his progress (see Appendix A, pages 86-87). That the applicant should assume this responsibility would seem without question — that he will fail to do so is almost certain. The placement bureau of one large university became so provoked at this common failure on the part of their applicants that they tried the expedient of refusing service to those students who failed to keep the office posted. The bureau soon found that it was refusing service to most of its referrals.



Before the applicant leaves, one parting word of advice may be appropriate. If the student has obviously groomed himself for the interview, the director may have no qualms regarding the way he will present himself to the employer. On the other hand, most applicants appear in the placement office in casual school clothing. It is not amiss at this time to remark that some employers are concerned with appearance at all times, while other employers do not object to casual dress after the person has been hired, but look with a jaundiced eye on any applicant who fails to take the trouble to dress properly for the interview. (For other factors leading to rejection see Appendix A, pages 71-72-73.)

Junior college students are not high school kids — they are young adults. They have heard many visiting speakers at business and technical lectures talk about proper dress and manners for the interview. It is still possible for the director to casually mention the virtues of appearance and attire.

Acceptance of Job Requisitions

Most job requests from employers will be telephoned to the placement office. The receptionist may take the order herself or, at her discretion, refer the employer to an interviewer or the director. The personality, the sensitiveness, and the common sense of the receptionist go far in creating and maintaining a favorable impression. She understands her own limitations and knows when to refer calls to others. "Miss Brown, this is Venus Electronics. We are changing some equipment over to transistors. What do your electronic boys know about them?" "I am sorry, sir, what are transistors?" Overhearing this kind of conversation can have a chilling effect on the director. It will never occur with an intelligent receptionist on the telephone.

When possible, the receptionist will refer the call to the person who will fill the order. Or, she may feel that the proper person should return the employer's call at a later time. In any case, she leaves the employer feeling satisfied. This is why many directors prefer experienced, capable women for reception positions.

Job requisitions are recorded on simple forms which, if properly completed by the order taker, will provide most of the information needed by the interviewer. Since the number of orders that large junior colleges receive may run from 6,000 to 8,000 each year, it may be advisable, for reasons of economy, to mimeograph them. (Appendix A, page 68, will show two examples which are in use.)

The job order is now filed. Requests for men and women are usually filed separately. They should be filed under a few common categories — secretarial, accounting, etc., although this procedure may not be necessary until the operation becomes quite large. At the time of referral the names of applicants are written on the job order, and whatever action is taken, placement or not, is posted on the student's application card.

Let us return to the employer and his request for help. Unless he knows the director or interviewer well, many employers would prefer to talk directly to a teacher in the field of appropriate instruction. This is natural and the placement officer should have no feeling of omniscience regarding his over-all knowledge of job requirements. When the director offers to ask the teacher to return the call, he often senses a feeling of relief at the other end of the wire. This simple act of cooperation will, if carried on consistently, expand and improve employer-college relations inestimably.

A question of philosophy, or at least policy, is appropriate at this time. Will the placement office act merely as a referral agency and expect the employer to make an unassisted choice, or shall the office assist by all the methods of screening at its disposal and refer only those applicants in which it has confidence? In meetings of placement officers the question is often raised, "How far should the placement officer go in furnishing information about companies to students and about students to companies?" The answer appears to hinge upon the philosophy of the service. If this philosophy indicates that "*placement*" is the object, then by all means let us take steps to insure a knowledgeable wedding of talent and job requirements, of vocational interest and aptitude, with company policy and opportunities. If, on the contrary, the office is merely an employment agency, let the principals discover for themselves what is right or wrong with each other — let the placement bureau exist merely as a go-between, an effecter of introductions.

The method of selection probably will lie somewhere between these two extreme positions, and it is at the time of the employer's call, if he is new to the service, that a course of action can be agreed upon. The placement officer can explain his method of screening, using teacher evaluations, grade record, etc., and inquire if the employer feels these would assist him in making a decision. The answer is usually an emphatic "yes." The placement officer will then ask how many applicants the employer wishes to interview. Sometimes, but rarely, the office is complimented by some such answer as, "I'll leave that to you, Joe, whatever you say." The office would usually prefer it otherwise. It should be the responsibility of the employer to make a final decision, and this decision should be the result of interviewing several applicants, if they are available.

Interpretation of the College Program

It is at the time of this job discussion, over the telephone or vis-a-vis, that the placement officer becomes the front line interpreter of the college program. A thorough knowledge of the catalogue, particularly those sections devoted to business, technical, and trade programs, is a must. Confidence in the service is more easily established if the placement officer knows his product and the courses which produce it. An offer to mail a course description is always welcome as is the previously mentioned offer to ask an instructor to get in touch with the employer.

The tremendous enrollments in evening school classes in junior colleges also suggest the advisability of mailing several catalogues to the training directors of larger business and industrial plants. A word from the placement director calling attention to certain courses is appropriate.

Arranging Schedules for On-Campus Recruiters

While the junior college campus has never attracted recruiters from business and industry in the numbers that are scheduled in four-year colleges and universities, an increasing number of firms are beginning to realize that in the two-year colleges there exists an untapped reservoir of trainee possibilities.

Junior college placement offices are not in business merely to schedule students for appointments — it has far more important work to do. Still, if employers wish to send representatives to the campus to interview all and sundry, the office should cooperate by making the necessary arrangements. The visitation should be well advertised by means of bulletin boards, announcements in certain classes, the school paper, etc. The list of students named, with the time they are scheduled to appear, should be neatly typed in duplicate; and at least one placement office has found that a previously filled out resumé, (see Appendix A, page 79), on a form furnished by the bureau, is welcomed by the recruiter.

Here are some suggestions for placement offices culled from responses to 1,800 questionnaires completed by employers:*

> (*Facilities*) — Inadequate interview accommodations represent the greatest weakness in the category of physical facilities. Privacy is a prime requisite in interviewing. A signal system is needed between interview rooms and placement office proper. Walls should go to the ceiling. Individual interview space is preferable to a classroom.
>
> (*Reactions to presentation records*) — Military status should be given. Would like greater opportunity to meet departmental chairmen and instructors, perhaps at lunch time. Would like to know candidate's rank in class. Statements by faculty members are helpful.
>
> (*Thought provokers for placement directors*) — Screen out the shoppers. Students should be posted on importance of keeping appointments. Too bad when student has not heard of company. Little need for tardy candidate to take interview. Candidate should read company literature before taking the interview.

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*Roye R. Bryant, Director, Placement Service, Southern Illinois University, "Recruitors Evaluate Placement Offices," *Journal of College Placement* (March, 1956), p. 39.

Recording of Placement Data

Record keeping is one of the onerous but necessary chores of any well organized placement service. To be able to locate information quickly, it is necessary that a system of cross-filing be developed. Two files, one of employers and the other of students, are necessary. It is advisable that the employer file and the full-time student placement file be of a permanent nature. Cross-filing occurs when the placed student's name is recorded on the employer card, and when the employer's name is recorded on the student's application card. Copies of these forms now in use are included in this bulletin. To facilitate posting of placements a daily record is suggested (see Appendix A, page 85). This form becomes doubly valuable if formal follow-up of placements is a part of placement procedure.

It is also important that the results of referrals be recorded on the job order. These are then filed alphabetically and are easily accessible if quick recall or verification of placement is necessary. This is particularly necessary if the office is very busy and posting on the permanent forms is apt to be delayed.

It is suggested that for easy reference all forms of a permanent nature be on 5" by 8" cards and that a cabinet designed for this size card be the first purchase.

Follow-up Studies

In spite of the fact that follow-up is considered by most guidance authorities a corollary, an integral feature of placement, it is surprising how little work of this nature is done. For purposes of self-evaluation it would seem imperative that placement offices do at least an informal checking of referrals in order to learn if placement was accomplished. This day-by-day checking can most readily be done by telephone.

A more formal follow-up procedure which has proven very satisfactory is to mail to employers, some two or three months after placement, a simple questionnaire which will provide such information as success of the student on the job, rate of improvement, ability to work with others, etc. By delaying mailing the questionnaire for the period, the employer will have had enough time to properly evaluate the employee. As was suggested above, the form on page 85 of Appendix A, which lists the dates of referral and placement, the student's name and the name of the business and the supervisor, will be invaluable in making this type of follow-up study. This kind of follow-up is carried on by Pasadena City College, and those interested may obtain a copy by writing its placement bureau.

Other studies, such as surveys of the activities of graduating classes and studies of students who are working part-time, seem to fall within the province of the placement bureau. Very brief, double postal card types of questionnaires can be used, but a single page questionnaire, with an enclosed self-addressed envelope, produces a better response.

It would seem pointless to make follow-up studies unless some practical use is made of the results. The work involved in making even a small study is difficult, confining, and time-consuming. The preliminary tasks of formulating a questionnaire, mailing it, and persistently following up the original covering letter with reminders until the looked-for response is achieved, represent too much wasted effort if the study is used merely to satisfy the curiosity of the the director or enhance the reputation of his office.

What are some of the uses of follow-up studies in curriculum development, improvement of guidance services, and methods of instruction? Is it important that academic counselors know the percentages of transfer students who actually transfer to the university, the state college, the private college or university? Should the counselor of business, technical, and trade students know the kinds of jobs and the kinds of businesses his counselees go into after graduation? Should curriculum directors know that large numbers of graduates have no great respect for the way testing is done in certain departments, or for the content and method of presentation of certain courses?

If the answers to the above questions are in the affirmative, the results of follow-up studies should be disseminated widely. All school personnel including the superintendent, his staff, and the board of trustees should be furnished a copy.

Placement Reports

ANNUAL REPORT

"The placement officer of the '60's must do a better job of reporting his activities to faculty and administration. Annual reports, periodic reports of a special nature such as salary offers, placement of graduates, trends in employment, employers who will recruit on campus, etc., are important. The skill, completeness, and attractiveness with which such reporting is done will determine in quite a large measure the concept which the placement office builds in the minds of faculty and administration on any particular campus".*

An annual report from the placement bureau to the president of the college is a requirement in many institutions and should be standard procedure for all junior colleges. The president is thereby kept acquainted with the procedures, the volume of placements, the kinds of jobs for which the college is preparing its terminal graduates, and other information of a practical nature.

The placement bureau is furnished a yard-stick with which to measure its present performance with that of other years and to evaluate its personnel needs and facilities in relation to its production.

Some pains should be taken in developing a presentable report. If the school has a printing department, it will usually cooperate in helping the director develop an attractive cover; and if the school has a department of lithography, it can usually be inveigled into copying charts and graphs. Mimeographing should be done on a good grade of 20-pound weight paper.

Copies of the report should be given to department heads and, if possible, all teachers of terminal courses. They, of all people, should be interested in the products of their teaching.

The placement bureau is a recording as well as a production service. Records should be kept of all placements, whether made by the office or by teachers. This information should be kept in permanent files available to all school personnel. A convenient method of filing of technical, business, and trade graduate placements is to file them separately by majors. Thereby, an electronics

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*Howard H. Lumsden, President, The College Placement Council, "In the Crystal Ball," *Journal of College Placement* (February, 1961), p. 15.

teacher can quickly ascertain how many of his graduates are working in related jobs.

Forms

One of the first chores confronting the placement director is that of devising office forms. The procedure usually followed in collecting ideas for the development of forms is the eclectic method of gathering and adapting forms in use by listing services to the needs of one's own institution.

Preliminary decisions must be made, such as:

1. What forms are needed — application, referral, etc., and which of these should be of a permanent nature?
2. What information is to be recorded on each form?
3. What sizes will be most practical for handling and filing?
4. Will the forms be printed or mimeographed?
5. Will different colors be used to distinguish various categories of applicants such as veterans and non-veterans, male and female?

The making of forms is not a simple matter. No matter how much thought has been given the development of a form, inevitably it seems necessary to make changes before each re-printing. A few suggestions may reduce changes to a minimum:

1. Print all cards of a permanent nature or cards which will undergo much handling on heavy stock such as 110-pound index.
2. If colored stock is used, choose color on which typing or ink will contrast strongly.
3. Standardize to one size as many permanent forms as possible — 5" by 8" is practical for most purposes.
4. Print the title and office identification inconspicuously on each form.
5. Devise the form so that the student can do most of the work of filling it out. While this demands checking by a placement officer, it does save much clerical time.
6. Present the questions on the card so that most of them can be answered by a check. This will make for legibility and save time both for the applicant and placement personnel.

7. Devise questions which admit of only one answer and require little or no explanation by placement personnel.
8. Group information by subject matter — one section for personal data, another for education, one for employment record, etc.
9. Office forms of a more temporary nature, such as job-order blanks, may be mimeographed or printed on 20-pound stock. Information checks or spaces should be arranged on a flow basis so that they can be filled out with a minimum of skipping about. For example, the name of the company should be followed in order by the address, telephone number, interviewer, type of work, hours, etc. Space should also be allotted for additional information and for the names of referrals.
10. All forms which are filled out by others, such as faculty appraisal sheets, should be printed. The director can usually coax this service out of the college print shop if funds are limited.

Appendix A shows examples of forms in use by various junior college placement bureaus. They could be adapted to fit individual situations.

IV. Summary

In trying to keep this presentation within the prescribed limits of a bulletin it has been impossible to treat many topics or sections with the degree of attention they deserve. The author must be responsible for making judgments effecting this treatment.

Our only excuse for what may seem a too summary treatment of our subject is that most of our readers will be professional educators who have had training in the fields of counseling and guidance.

For my principal thesis is that placement, as practiced in the junior college, is a guidance activity and should be so labeled. Indeed, its only claim on educational funds for sustenance is dependent on this relationship. Otherwise, for the purely pedestrian functions of order-taking and referral, the job could be relegated to outside agencies.

Having made a point of this difference, let us consider those attitudes, principles and practices which distinguish the college placement service from an employment agency per se.

1. Relationship of the service to the whole college program.

   The junior college placement service cannot hope to function efficiently without the full confidence and cooperation of all departments of the college. The director becomes intimate with administration, counselors and faculty. He has a working relationship with the deans of records, admission and guidance for he cannot evaluate applicants without access to college records. He works with teachers and counselors for he is dependent on their knowledge of the personal and skill qualifications of individual students.

Furthermore, the college does not assume that placement completes the colleges' responsibility to its graduates. Traditionally, placement and follow-up procedures have been coupled almost as elective affinities. For its own and the college's benefit the placement service needs information derived from follow-up studies to evaluate its practices and the products of the college. It is this integration into the total college program; the excursions into all possibilities of joint effort with other personnel in accomplishing its purposes; that differentiates college placement services from public agencies.

2. Relationship with business and industry.

The college placement service has a responsibility which should not be shirked. This is its duty to serve as interpreter of the college program and its products. No other office has so many opportunities to provide this service and the reciprocal effort on the part of the employer to acquaint the college with business and industry requirements in technical and academic skills is evidence of the need for a liaison agency to make this interchange possible.

In colleges offering technical and business programs it is possible to link business, industry and the college together in a joint enterprise by organizing cooperative work experience programs. Careful selection of students, workstations and supervisors can produce a milieu where learning can take place, and where mutual understandings are generated in the joint effort to provide an educational experience.

3. Placement as a guidance activity.

Interlaced with the day by day activities of job referral and placement are related functions in the field of guidance with emphasis on its vocational aspects. We are not suggesting or advocating hand-holding techniques. Rather, an encouragement on self-evaluative, self-starting processes on the part of the student in the areas where initiative is called for and in particular those of vocational choice and job application. The placement officer, along with other school personnel, helps the student recognize and make use of his potentials — his needs, interests and abilities — in deciding on a vocation. The placement officer furnishes the applicant information regarding employment opportunities, company growth possibilities, promotional policies, etc. The student must then weigh all factors and make his own decision.

4. Methods of working.

Placement methods and procedures will vary in different colleges depending on the size of institution, forms of organization, type of college, kinds of business and industrial firms in the community, support given the office by the college, etc. However, a few principles are commonly accepted in formulating the practices of most services.

a. The use of college records (test data, grades), written evaluations by faculty, referrals of students to the placement office by teachers, and the personal interview as basic procedure in selection.

b. The provision of vocational counseling including information regarding company hiring policies; possibilities for advancement, etc.

c. The recording on permanent forms of placement data (applications, referrals and placements) and the maintenance of a file of employers.

d. The making of follow-up studies of graduates as a means of checking on present activities, job-success if working, where they are attending college and how well their junior college training prepared them for their present activity.

e. The developing of good working relations between business, industry and the college through providing placement services, interpreting the school program, and feeding back to the college occupational information which may help in curriculum revision or expansion.

f. The provision of an "appointments" service for the purpose of aiding company recruiters in interviewing students on campus.

APPENDIXES

Appendix A — Forms Used in Placement Services

Appendix B — Report of the Advisory Committee on Placement

Appendix C — Glossary

Appendix D — Placement Activities at Farmingdale

Appendix E — A Reading List

2

APPENDIX A

FORMS USED IN PLACEMENT SERVICES

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MEANING AND USE OF FORMS (APPENDIX A)

Page 63

Flow Chart

This chart, which was developed by a psychologist for the Proctor and Gamble Company, presents twelve steps of a good selection program. Parts of it, not necessarily taken in the order presented, could be used by placement offices in developing their selection procedures.

Page 64

Application for Employment (Part-time)

The two forms reproduced on this page show the front sides only. Referrals and placements are posted on the back showing the name of the employing firm and the date of hiring. The application form at the bottom has a space showing the student's program. The top form has a check list of skill subjects. The best features of the two forms might be combined in developing an application to suit the needs of a particular service.

Pages 65-66

Application for Employment (Full time)

This form has been reduced slightly in reproduction. When folded it will measure 5" x 8". On the inside (page 66) skill courses offered by the school can be listed and there is room for expansion either for course names or for interviewers comments.

Page 67

Code Table

Page 6 illustrates an old-fashioned technique of using colored tabs for labeling the application card. By placing different colored tabs or signals in selected spots on the top of the card the particular skill needed can be located quickly. For example a yellow signal, located in the position shown below, indicates training in journalism, while a dark blue signal would indicate accounting.

Page 68

Job Order

The two samples of job order forms shown on page 68 are examples of forms with a minimum of detail. Some experimentation with mimeographed job order forms before ordering a printed job is advisable.

Page 69

Reviewing the Application Blank

In developing an application blank it might be well to review page 69 (Appendix A). There should be space allowed for most of the items listed on this page.

Page 70

The Employer Card

This is a permanent form for keeping a record of placements as well as recording a minimum amount of information regarding the company. The size is 5" x 8" with the record of placements on the back.

Page 71

Negative Factors Leading to Rejection of Applicant

Pages 72-73

Interviewers Evaluation of Applicant

An adaptation of this form could be used by placement directors who wish to use a structured or formalized procedure of selection.

Pages 74-75

Faculty Appraisal Sheets

An essential part of selection procedures is acquiring information on the applicant from teachers. A form could be developed for this purpose constructed to cover general qualities not concerned with skills such as personality traits. If more specific information is wanted, separate forms for each curriculum could be constructed. On pages 74-75, two examples are reproduced which are compromises between the general and the specific.

Page 76

Reference For "Live-In" Situations.

Some placement services insist on the student furnishing references before they are referred to home for live-in situations. Three references should be ample and should be from known reputable sources such as school administrators, clergymen, bankers, etc.

Page 77

Standards for Household Service

This form is self-explanatory. It is mailed to the employer following employment and it is expected that they will discuss the suggestions with the student.

Page 78

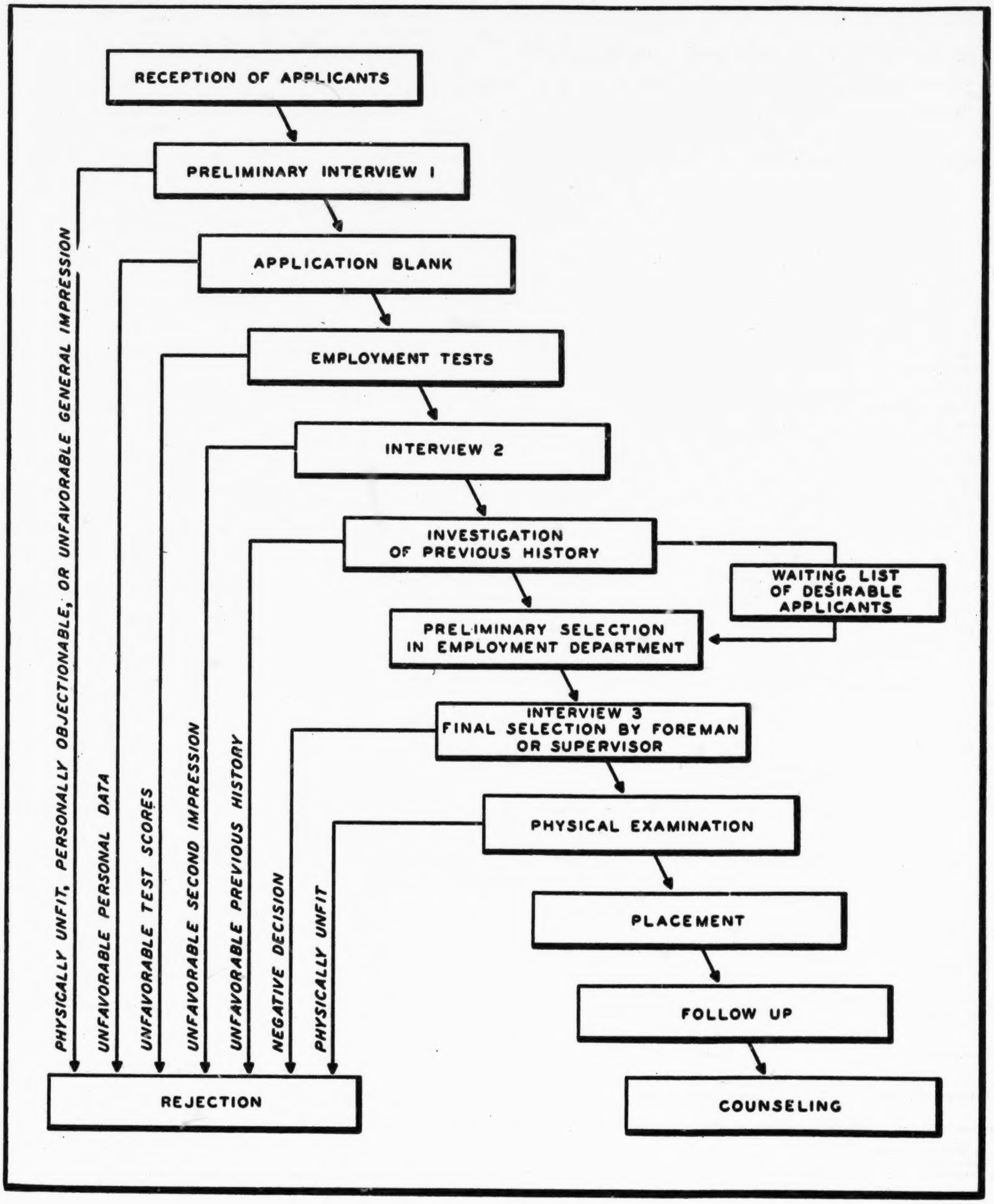
Referral Cards

The introductory cards displayed on this page are in use in three colleges of the west. The cards at the top and bottom of the page are intended to serve a dual purpose. They introduce the applicant and, when they are returned to the placement office, notify the service of the results of the interview.

Page 79	**Personal Data (Resumé)** This very brief and concise resumé is provided applicants by one placement service. Students are encouraged to use its pattern of organization in developing their own more complete and individual presentation.
Page 80	**Employer's Evaluation** This form or something similar can be used in a follow-up of placements. It is mailed to employers of Pasadena City College students some three months after placement. A covering letter usually elicits good response.
Pages 81-82 -83	**Follow-up Questionnaire** This questionnaire is included as an example of a fairly short yet complete set of questions mailed to former students of San Diego Junior College. The construction of a good questionnaire is difficult and the use of an advisory committee can sometimes be helpful.
Page 84	**Work-Study Report** After much experimentation one college settled on this form in the evaluation of part-time students on the Work-Study program. They are mailed to the employer twice each semester.
Page 85	**Referral and Placement** This form is used to keep a running record of day to day referral and placements. The last columns are for checking the sending and receiving of follow-up questionnaires.
Pages 86-87	**Placement Bureau Regulations**

FLOW CHART OF SELECTION PROCEDURE

(AFTER UHRBROCK)


RECEPTION OF APPLICANTS
PRELIMINARY INTERVIEW I
APPLICATION BLANK
EMPLOYMENT TESTS
INTERVIEW 2
INVESTIGATION OF PREVIOUS HISTORY
WAITING LIST OF DESIRABLE APPLICANTS
PRELIMINARY SELECTION IN EMPLOYMENT DEPARTMENT
INTERVIEW 3 FINAL SELECTION BY FOREMAN OR SUPERVISOR
PHYSICAL EXAMINATION
PLACEMENT
FOLLOW UP
COUNSELING
PHYSICALLY UNFIT, PERSONALLY OBJECTIONABLE, OR UNFAVORABLE GENERAL IMPRESSION
UNFAVORABLE PERSONAL DATA
UNFAVORABLE TEST SCORES
UNFAVORABLE SECOND IMPRESSION
UNFAVORABLE PREVIOUS HISTORY
NEGATIVE DECISION
PHYSICALLY UNFIT
REJECTION

APPLICATION FOR EMPLOYMENT

MSAC-PL-2

Date:________________

Name (Last Name First)

Sex M F

Job Desired
1st Choice________________
2nd Choice________________

Full Time________
Part Time________
Permanent________
Temporary________

Address

Telephone	Age	Marital Status	Dependents	Veteran Yes No	U.S. Citizen Yes No	Height	Weight	Counselor

Car Yes No	Faculty References	Days and Hours Available

Work Experience

Company	Type of Work	From	To

Subjects

Bus. Math. ________
Office Apl. ________
Mach. Calc. ________
Accounting ________
Sales ________

Education

College Semester Completed________

MSAC Major________________ A.A. Degree?________

Skills

Cash Reg. Oper. ________
Bkg. Mch. Oper. ________
H.S. Bookkeeping ________
Type (Speed) ________
PBX Operator ________
Ditto-Mimeo ________
Ten Key Add. Mach. ________
Auto Mechanic ________
Machine Shop ________
Electrical ________
Drafting ________
Driver's License ________
Shorthand (Speed) ________

Interviewer's Comments (Do not write below this line)	Initial	Date

APPLICATION FOR EMPLOYMENT

NAME (PRINT NAME ONLY)
LAST FIRST MIDDLE

MR. ( ) MRS. ( ) MISS ( )

MAJOR

VOC. CERT. ( )
J. C. ( )

DATE

STREET ZONE CITY

PHONE

AGE________
WEIGHT________
HEIGHT________

CAR ( ) YES ( ) NO
DRIVERS LICENSE ( ) YES ( ) NO

HIGH SCHOOL 1 2 3 4
COLLEGE 1 2 3 4
SPECIAL TRAINING

HUSBAND OR WIFE EMPLOYED ( ) YES ( ) NO
PLACE OF EMPLOYMENT
PHYSICAL DISABILITIES

WORK PREFERANCE
(1)
(2)

MARRIED ( ) WIDOWED ( ) CITIZEN ( ) YES ( ) NO DEPENDENT CHILDREN ( ) OTHERS ( )
SINGLE ( ) DIVORCED ( ) VETERAN ( ) YES ( ) NO SOCIAL SECURITY NO.________________

DESCRIPTION OF EMPLOYMENT QUALIFICATIONS

BUSINESS SKILLS (SHORTHAND SPEED, TYPING SPEED, ETC.)	GENERAL ACADEMIC ABILITIES (MATH., SCIENCE, RECREATION, ETC.)	TECHNICAL SKILLS (ELECTRICITY, AIRCRAFT, MACHINE SHOP, ETC.)

LIST LAST TWO POSITIONS IN ORDER OF EMPLOYMENT

EMPLOYER ADDRESS PAY RATE
KIND OF BUSINESS POSITION & DUTIES FROM:________ TO:________

EMPLOYER ADDRESS PAY RATE
KIND OF BUSINESS POSITION & DUTIES FROM:________ TO:________

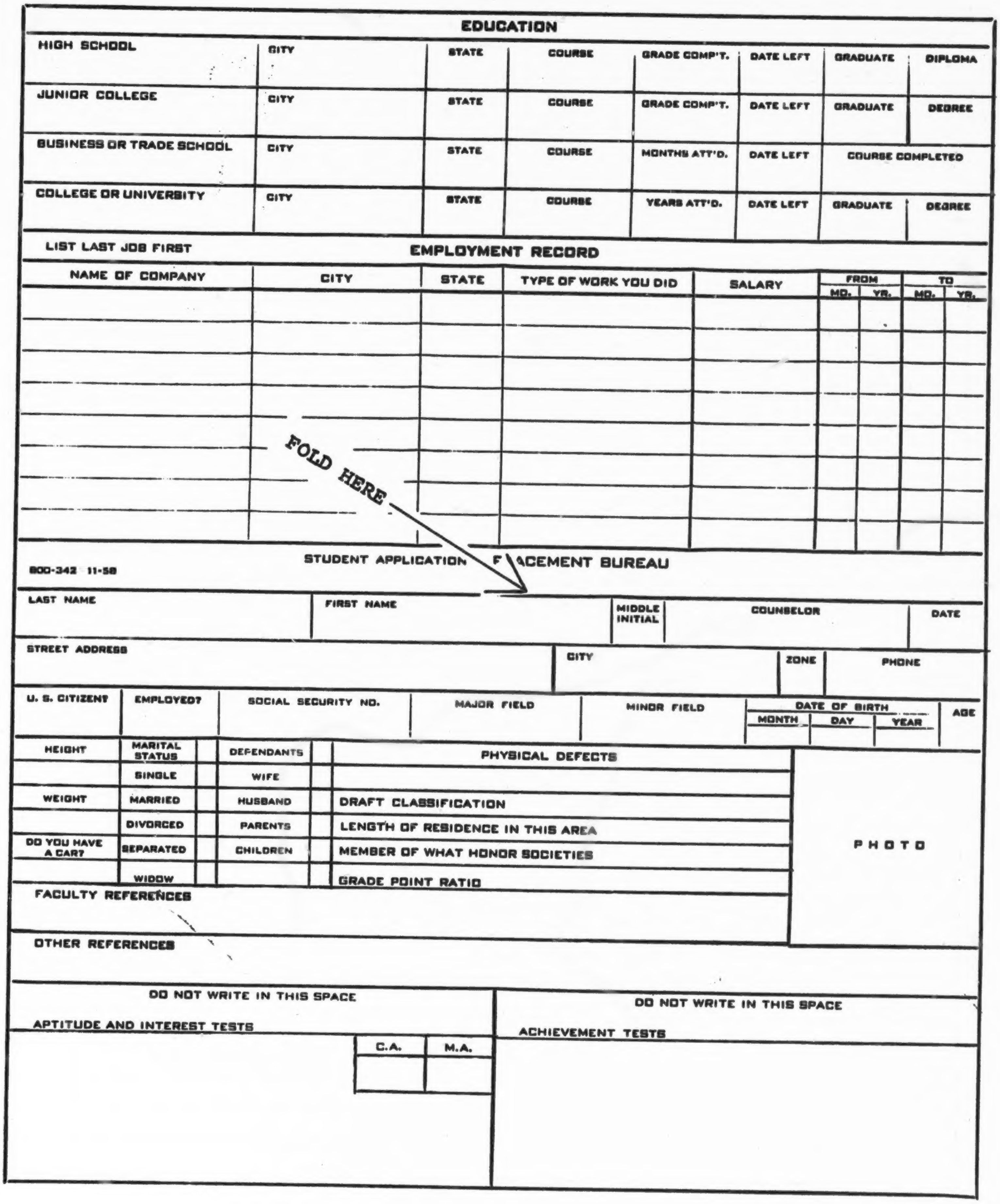
STUDENT PROGRAM
ROOM NUMBERS

HOUR	MON.	TUES.	WED.	THURS.	FRI.

PHOTO (PASSPORT TYPE) OR RECENT SNAPSHOT MAY EXPEDITE PLACEMENT.

SIGNATURE________________________

APPLICATION CARD (FULL TIME) OUTSIDE WHEN FOLDED



EDUCATION

HIGH SCHOOL	CITY	STATE	COURSE	GRADE COMP'T.	DATE LEFT	GRADUATE	DIPLOMA
JUNIOR COLLEGE	CITY	STATE	COURSE	GRADE COMP'T.	DATE LEFT	GRADUATE	DEGREE
BUSINESS OR TRADE SCHOOL	CITY	STATE	COURSE	MONTHS ATT'D.	DATE LEFT	COURSE COMPLETED	
COLLEGE OR UNIVERSITY	CITY	STATE	COURSE	YEARS ATT'D.	DATE LEFT	GRADUATE	DEGREE

LIST LAST JOB FIRST

EMPLOYMENT RECORD

NAME OF COMPANY	CITY	STATE	TYPE OF WORK YOU DID	SALARY	FROM		TO	
					MO.	YR.	MO.	YR.

FOLD HERE

800-342 11-58

STUDENT APPLICATION PLACEMENT BUREAU

LAST NAME	FIRST NAME	MIDDLE INITIAL	COUNSELOR	DATE		
STREET ADDRESS	CITY	ZONE	PHONE			
U. S. CITIZEN	EMPLOYED?	SOCIAL SECURITY NO.	MAJOR FIELD	MINOR FIELD	DATE OF BIRTH MONTH DAY YEAR	AGE

HEIGHT	MARITAL STATUS		DEFENDANTS		PHYSICAL DEFECTS	PHOTO
	SINGLE		WIFE			
WEIGHT	MARRIED		HUSBAND		DRAFT CLASSIFICATION	
	DIVORCED		PARENTS		LENGTH OF RESIDENCE IN THIS AREA	
DO YOU HAVE A CAR?	SEPARATED		CHILDREN		MEMBER OF WHAT HONOR SOCIETIES	
	WIDOW				GRADE POINT RATIO	

FACULTY REFERENCES

OTHER REFERENCES

DO NOT WRITE IN THIS SPACE APTITUDE AND INTEREST TESTS	C.A.	M.A.	DO NOT WRITE IN THIS SPACE ACHIEVEMENT TESTS

APPLICATION CARD (FULL TIME) INSIDE WHEN FOLDED

DO NOT WRITE ON THIS SIDE

TRAINING

BUSINESS	GRADE		GRADE		GRADE
ACCOUNTING		SEC'T. ADM.		LITHOGRAPHY	
BOOKKEEPING		SEC'T. TRAINING		MATHEMATICS	
BUSINESS ENG.		SHORTHAND		NURSING	
BUSINESS MATH.		TYPING		PHOTOGRAPHY	
CLERICAL PRACTICE					
COOP. RETAIL		TRADE-TECHNICAL		OTHER	
DUPL. PROCESSES		ARCHITECTURAL SPECIFICATIONS			
INSURANCE		CHEMISTRY			
MACH. CALC.		COSMETOLOGY			
OFFICE PRACTICE		DENTAL ASSISTING			
SALESMANSHIP		DRAFTING			

FOLD HERE

INTERVIEWER'S COMMENTS

DATE

REFERRALS AND PLACEMENTS

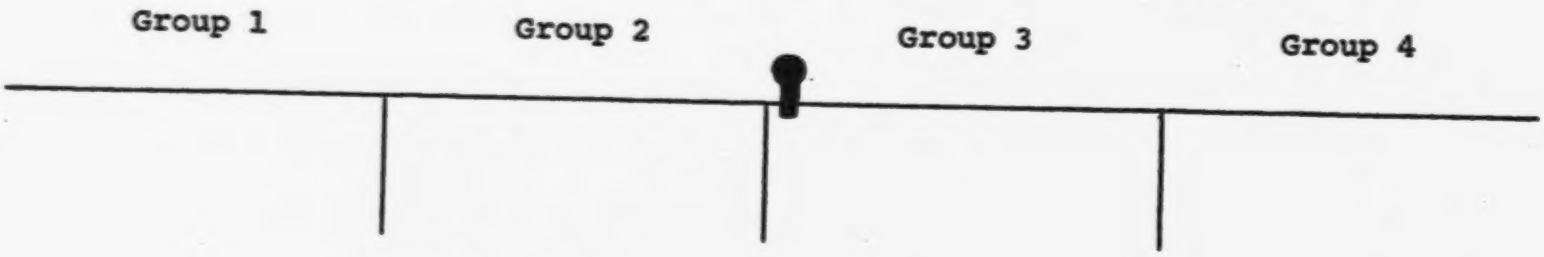
DATE	NAME OF FIRM	JOB CLASSIFICATION	SALARY	ACTION

CODE TABLE
(For use on applicant's card)

GROUP	TABS	TRADES:
1	Light Blue	Carpentry & Mill Cabinet
	Dark Blue	Machinist & Machine Operator
	Lt. Green	Auto Mechanics
	Orange	Sign Painting
	Red	Others: Painters,Printers,Sheet Metal, & ART
		TECHNICAL:
2	Light Blue	Mechanical Drafting & Engineering
	Dark Blue	Surveying, Civil Engineering
	Black	Electrical Drafting & Engineering
	Yellow	Architectural Drafting
	Lt. Green	Electronics
	Orange	Industrial Electricity & Industrial Technology
	Pink	Chemistry - Science - Engineering - Research (Technician
	Dk. Green	Math., Geology
	Red	Others: Photography, Lithography
	White	Dental Assisting, Lab. Asst., Hospital Work
		BUSINESS:
3	Yellow	Journalism
	Lt. Blue	Sales
	Dk. Blue	Accounting & Bookkeeping
	Lt. Green	Office, Typing and General Office
	Orange	Stock, Inventory Control
	Red	Others: Secretarial, Office Machines, P.B.X.
	White	Music
	Pink	Married

MISCELLANEOUS:

		MEN	WOMEN
4	White	Spot Jobs	Spot Jobs
	Lt. Blue	Gardening	Child Care, Mother's Helper
	Dk. Blue	Service Station	Usherettes
	Lt. Green	Live-in	Live-in
	Orange	Market	Waitress
	Yellow	Recreation	Recreation
	Red	Other: Assembly work, driver, fountain, bus boy, labor	Miscellaneous
	Pink	Chauffeur's License	
	Dk. Green	Tutor	Tutor



MSAC-P1-1

JOB ORDER

Tallied___ #____

Employer or Firm	Job Title	No. of Openings
Address	Hours	Male | Female
Person to See | Phone		F.T. ________ P.T. ________ Perm.________ Temp.________
Summary of Job	Salary	
	Requirements Age Typg. Shtd.	

Order Taken By	Date	Renewal	Closed	Reason

JOB ORDER

NAME OF FIRM____________________DATE__________

ADDRESS____
Number Street City

APPLY TO:____________________PHONE__________

TYPE OF WORK____________________F.T.___P.T.______

HOURS____________________SAT.________SUN.__________

WORKERS NEEDED: Male____Female____Age____Salary__________

REFERRALS:

Name Date

ADDITIONAL INFORMATION:

____

____

____

____

____

Reviewing the Application Blank

Adapted from "Employment Practice," a publication of the general personnel department of the Armstrong Cork Company.

The application blank should be checked prior to the employment interview. It should be checked for completeness, for accuracy and for areas needing further investigation.

The following items should be checked:

A Identification

1. Present address (how long? permanent residence?)
2. Social Security number
3. Birth date (check against plant age requirements)
4. Phone number
5. Notify in emergency
6. Height (check against plant or job requirements)
7. Weight (check against plant or job requirements)
8. Selective Service classification (verify status)
9. Reservist (likely to be called into military service?)
10. Work preference (above or below qualifications?)

B Work Experience

11. With regard to actual work record:
    - a) does period of experience and education balance with age?
    - b) are there any void periods? If so, why?
    - c) are at least the last five years covered in detail?
    - d) is there evidence of job floating?
    - e) do stated reasons for leaving previous jobs need further investigation?
    - f) what is the caliber of previous employers?
    - g) are there any periods of "out-of-area" employment?
    - h) has progress been made in previous employment?
12. With regard to military service:
    - a) was he honorably discharged? (check particularly if discharge was on medical grounds)
    - b) did he progress while in the service?
    - c) if he had a military specialty, what was it?
13. Check previous employment with this company, if any
14. With regard to skill or trade:
    - a) what is it?
    - b) where was it learned?
    - c) duration of learning period?
    - d) length of experience in it?

C Education

15. General:
    - a) what level of education was attained?
    - b) in how many years? (any evidence of retardation or acceleration?)
    - c) any effort to improve self after completing school?
    - d) quality of school work?
    - e) extracurricular activities?
    - f) reason for leaving school valid?

D Family Situation

16. Likely to affect work:
    - a) incentive to work and advance?
    - b) stability?
    - c) is home environment desirable?
17. Preliminary company studies show:
    - a) married men preferred to single
    - b) investigate widowed, divorced and separated cases carefully
    - c) men with dependents preferred to men without dependents
    - d) men with established homes preferred to men renting rooms or living with relatives

E Health

18. The interviewer is not expected to rule on the physical qualifications of applicants, excepting that he may disqualify them for gross physical impairments.
19. The application and the interview can be used to obtain indications of chronic ill health or disabilities, and these can be called to the attention of the medical examiner.

EMPLOYER CARD

Name of Firm
Code Number
Telephone
Address
City
Date of Employer Call
Apply To:
Type of Business
Further Information

RECORD OF PLACEMENTS

Date	Name of Employee	FT PT	Type of Job

800-381 12-55

Negative Factors Evaluated during the Employment Interview and Which Frequently Lead to Rejection of the Applicant, As Reported by 153 Companies*

1. Poor personal appearance.
2. Overbearing — overaggressive — conceited "superiority complex"—"know-it-all."
3. Inability to express himself clearly—poor voice, diction, grammar.
4. Lack of planning for career—no purposes and goals.
5. Lack of interest and enthusiasm—passive, indifferent.
6. Lack of confidence and poise—nervousness—ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money—interested only in best dollar offer.
9. Poor scholastic record—just got by.
10. Unwilling to start at the bottom—expects too much too soon.
11. Makes excuses—evasiveness—hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy—ill-mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacations—lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge in field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant—strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

Questions Most Frequently Asked by College Recruiters in Interviewing College Seniors, As Reported by Northwestern University*

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?

**Compiled by Frank S. Endicott, Northwestern University.*

FORM 60
(9-1-44)

INTERVIEWER'S EVALUATION OF APPLICANT

DATE..................19.........

NAME OF APPLICANT.. LOCATION..

JOB CONSIDERED FOR.. INTERVIEWER..

AREAS TO CONSIDER	FINDINGS	INTERPRETATION OF FINDINGS
I VOICE, MANNER & APPEARANCE 1. VOICE AND SPEECH (PLEASANT, CLEAR, DISTINCT, NO ACCENT) 2. MANNER (COURTESY, SPEECH, GESTURES, FACIAL EXPRESSIONS) 3. APPEARANCE (POISE, DRESS, CLEANLINESS, FEATURES) 4. PHYSIQUE (WEIGHT, HEIGHT, REACH, STRENGTH, HANDEDNESS) 5. VISION AND HEARING 6. PERSONAL CHARACTERISTICS (COOPERATIVENESS, FRIENDLINESS, ADAPTABILITY, TEMPERAMENT, AGGRESSIVENESS, NERVOUSNESS)		
II WORK HISTORY 1. KIND OF JOB OR HOME DUTIES (APTITUDES, SKILLS AND COOPERATION REQ'D) 2. WORKING CONDITIONS (HOURS., HAZARDS SURROUNDINGS, SUPERVISION) 3. REASON FOR LEAVING JOB (INCOMPETENCE, INSTABILITY, TEMPERAMENT, FRICTION WITH SUPERVISION, LAY-OFF) 4. ATTENDANCE RECORD 5. MILITARY EXPERIENCE (DATES OF SERVICE, BRANCH, STARTING AND FINAL RANK, DUTIES AND RESPONSIBILITIES, KIND OF DISCHARGE) 6. EMPLOYER REFERENCES (DATES OF EMPLOYMENT, TYPE OF WORK, PAY, WOULD HE RE-EMPLOY)		
III SCHOOLING 1. FORMAL SCHOOLING (AMOUNT AND KIND, DATES) 2. SPECIALIZED TRAINING OR ON-JOB TRAINING 3. MILITARY TRAINING 4. BEST AND LEAST LIKED SUBJECTS (IN SCHOOL) 5. REASON FOR LEAVING SCHOOL 6. ATHLETIC AND SOCIAL ACTIVITIES, SPECIAL INTERESTS (IN SCHOOL) 7. SCHOOL REFERENCE REPORT (STANDARD TESTS, CLASS STANDING, ATTENDANCE, PERSONAL RATING)		
IV SPARE TIME ACTIVITIES 1. HOBBIES 2. CHURCH ACTIVITIES 3. COMMUNITY ACTIVITIES 4. TYPES OF READING 5. SOCIAL ADJUSTMENT FACTOR (GREGARIOUSNESS, SECLUSIVENESS, PARTIES, SOCIAL HABITS)		

AREAS TO CONSIDER	FINDINGS	INTERPRETATION OF FINDINGS
V HOME & FAMILY BACKGROUND		
1. CHILDHOOD AND ADULT FAMILY LIFE (CONDITIONS EXPOSED TO AND ADJUSTMENTS MADE)		
2. FINANCIAL STATUS (APPLICANT'S STANDING, INDEBTEDNESS, SOURCE OF INCOME)		
3. FAMILY'S ATTITUDE TOWARD TELEPHONE COMPANY AND JOB		
4. HOME VISIT REPORT (FAMILY CONSISTS OF, ATTITUDE OF FAMILY TOWARD JOB AND COMPANY, ADJUSTMENT OF APPLICANT IN THE HOME, OTHER INFORMATION)		
5. CREDIT INVESTIGATION REPORT		
VI HEALTH		
1. HEALTH AS A CHILD AND PRESENT STATE OF HEALTH		
2. WIFE OR HUSBAND'S AND CHILDREN'S HEALTH (IF MARRIED)		
3. OPERATIONS, SERIOUS ILLNESSES, OR ACCIDENTS (IF ANY)		
4. HEALTH AS INDICATED BY DRAFT STATUS OR MILITARY DISCHARGE (IF DISCHARGED FOR MEDICAL REASON)		

EVALUATION OF FINDINGS*

JOB QUALIFICATIONS	JOB SPEC.	EVALUATION						JOB QUALIFICATIONS	JOB SPEC.	EVALUATION					
		I	II	III	IV	V	VI			I	II	III	IV	V	VI
COMMON QUALIFICATIONS (ALL JOBS)								**EDUCATION, KNOWLEDGE, AND PROFICIENCIES:**							
AGE (SATISFACTORY)	✓		CHECK FROM APPLICATION BLANK					A. MINIMUM FORMAL EDUCATION OR EQUIV. {IN SCHOOL YEARS							
GOOD HEALTH AND APPEARANCE	✓							B. MATHEMATICS							
COOPERATIVENESS	✓							C. PHYSICS							
PERMANENCY (DESIRE FOR)	✓							D. PRINCIPLES OF ELECTRICITY							
GOOD CONDUCT	✓							E. HANDWRITING AND PRINTING (NEAT)			LOOK AT APPLICATION BLANK				
INDUSTRY	✓							F. TYPING							
DEPENDABILITY	✓							G. STENOGRAPHY							
INTEGRITY	✓							H. MECHANICAL DRAWING							
MOTIVATION	✓														
								APTITUDES:							
SPECIAL QUALIFICATIONS								A. INTELLIGENCE							
PHYSICAL:								B. PLANNING							
A. APPEARANCE (PLEASING)								C. ANALYSIS							
B. STRENGTH								D. OVER-ALL PHYSICAL COORDINATION							
C. SIZE (WITHIN NORMAL LIMITS)															
D. VOICE (PLEASING, NO DEFECTS, ETC.)								**PERSONAL CHARACTERISTICS:**							
E. HEARING (NORMAL)								A. EASE AND QUALITY OF CONVERSATION							
F. VISION (NORMAL ACUITY)								B. EMOTIONAL STABILITY OR TEMPERAM'T							
G. RIGHT HANDED								C. ADAPTABILITY							
H. ARM REACH (SATISFACTORY)								D. TACT							
								E. INTERESTS (STATE):							
WORK EXPERIENCE (STATE):															

*UNDER "JOB. SPEC." INSERT A CHECK MARK (✓) FOR EACH REQUIREMENT LISTED ON THE JOB SPECIFICATION. UNDER "EVALUATION" INSERT, WHEREVER THE FINDINGS INDICATE IT:
A CHECK (✓) TO INDICATE "QUALIFIED"
A CROSS (X) TO INDICATE "NOT QUALIFIED"

INTERVIEWER'S RECOMMENDATIONS

CHECK OVER-ALL CLASS. FOR SPECIFIC JOB
1. WELL QUALIFIED ☐
2. INTERMEDIATE ☐
3. POORLY QUALIFIED ☐

PLACEMENT BUREAU **CITY COLLEGE**

Faculty Appraisal Sheet

Student's Name

Please rate this student on the following qualities. Be assured that this information will be kept confidential.

	Poor	Below Average	Average	Above Average	Superior
Oral expression					
Written expression					
Works rapidly					
Works thoroughly					
Judgment					
Inititative					
Cooperation					
Congeniality					
Other					

1. What subject did this student take with you?
2. How well did he do in this subject (grade, etc.)?
3. In your opinion, what are:

   The student's strong points

   The student's weak points

For Teachers of Business Subjects

1. Approximate typing speed (5 min. timing)
2. Approximate shorthand speed (3 min. timing)
3. Quality of work on office machines?
4. Spelling

	Poor	Fair	Good
Spelling			
Use of office arithmetic			

5. In your opinion where should this student be placed?

   (A) A large office providing close supervision, where his work will be confined to a specific job .... or

   (B) A small office providing many and varied tasks

6. Does this person possess a "sales" personality and should he do well in this field?

Use the back of this sheet for any further comments

Signature

CITY COLLEGE

Faculty Appraisal Sheet

Student's Name ....

Please rate this student on the following qualities. Be assured that this information will be kept confidential.

	Poor	Below Ave.	Average	Above Ave.	Superior
Oral expression					
Written expression					
Works rapidly					
Works thoroughly					
Judgment					
Inititative					
Cooperation					
Congeniality					
Other					

1. What subject did this student take with you? ....
2. How well did he do in this subject (grade, etc.)? ....
3. In your opinion, what are:

   The students strong points ....

   The student's weak points ....

FOR TEACHERS OF TRADE AND TECHNICAL SUBJECTS

1. Students major (Auto shop, etc.) ....
2. Laboratory skills (Draftsman, machinists, etc.) .... Poor ☐ Fair ☐ Good ☐
3. Manual dexterity .... Poor ☐ Fair ☐ Good ☐
4. Ability to record data accurately .... Poor ☐ Fair ☐ Good ☐
5. (a) Rank in class .... Poor ☐ Fair ☐ Good ☐

   (b) Rank with respect to course objectives .... Low ☐ Middle ☐ High ☐
6. Other comments ....

....

Use back of sheet for further information

Signature ....

Pasadena City Schools
PASADENA CITY COLLEGE
1570 East Colorado Boulevard

TELEPHONE:
SYcamore 5-6961
Extension 281

Milton C. Mohs
Dean of Placement

______________________has registered with the Placement Bureau of the Pasadena City College and has given your name as a reference. We are endeavoring to place this student in a private home -- working for room, board, and a small salary.

In order to render the best service to all concerned, the student should be of unquestionable character. We would appreciate your comments regarding this person's character and ability to get along with others.

Any help you can give us in this matter will be greatly appreciated, and be assured that this information will be kept confidential.

Sincerely yours,

Milton C. Mohs
Dean of Placement
Pasadena City College

	Unsatisfactory	Satisfactory	Superior	Unknown
Appearance				
Dependability (Your confidence in this person)				
Ability to work thoroughly				
Judgment and common sense				
Initiative				
Cooperation				
Congeniality				
Trustworthiness				
Generally likes children				
Generally liked by children				

Comments: Feel free to include any instance of conduct that might have bearing on this reference. Use the back of this sheet if necessary.

Signature______________________
Address______________________

PASADENA CITY COLLEGE
Placement Bureau
Milton C. Mohs
Dean of Placement

SYcamore 5-6961 Ext. 281
1570 East Colorado Blvd.
Pasadena California

h

STANDARDS FOR HOUSEHOLD SERVICE

(For a Junior College student, who attends school on a full time schedule and lives in a home where employed. These suggestions are intended only to help you as an employer and employee in your working relations.)

I. It is advisable for the employer and employee to arrive at an understanding, at an early date, regarding hours of work, days off, etc. Most difficulties arise out of a failure to observe this practice. One suggested method might be to post in the kitchen a written schedule of work hours. Of course this schedule should be subject to variation at times of need either on the part of the employer or employee.

II. WORKING TIME is that time which is definitely assigned to some particular duty which prevents students from following their own pursuits.

III. DUTIES vary with conditions in each home. Under no condition should girl students be required to do such work as heavy lifting, heavy laundry, or heavy cleaning.

IV. HOURS OF WORK

1. Morning work: Students should not be expected to get up before 6 A.M. and should be allowed ample time for breakfast and transportation to school.
2. Evening work: Students should be finished with their duties by 8 P.M.
3. Total hours: Students should give from 21 to 28 hours per week according to the salary paid.
4. 15 - 18 hours should be given in exchange for room and board.

V. TIME OFF: A student should be given the equivalent of not less than two evenings and one afternoon a week off duty. The student should not be out later than 1 A.M. and rarely should be out on a school night. The student should be allowed to spend an occasional week-end with **his or her** family and should be given church or equivalent privileges on Sundays.

VI. WAGES: Students receive room, board (including three meals a day), and wages depending on the ability, experience, and hours of work on their part.

WHAT A HOUSEWIFE MAY EXPECT OF THE STUDENT:

1. That they be conscientious, tidy and dependable.
2. That they go to bed at a reasonable hour on school nights (11 P.M.).
3. That they respect the privacy and honor of the family.

WHAT A STUDENT MAY EXPECT OF THE HOUSEWIFE:

1. That private sleeping room and a comfortable place for study be provided and that this privacy be respected by all members of the family.
2. That the work will be arranged on a regular schedule. (It is suggested that a written schedule be posted in the kitchen or some other convenient place.)

MILTON C. MOHS

Dean of Placement

REFERRAL CARDS

SANTA ANA COLLEGE
PLACEMENT SERVICE
Telephone KI 2-7226

1530 West 17th Street
Santa Ana, California

To ....

....

....

In response to your request we are

introducing ....

as an applicant for the position of

....

We hope that we have been of service to you. If you will check the result of the referral, it will aid us in serving you in the future. Thank you for calling upon us.

SAC PL-2 1M 9-57 Gal 2-78

....
PLACEMENT COUNSELOR

Result of Interview
Employed:

Yes........Start to work

....

No........Reason ....

....

....

....
EMPLOYER'S SIGNATURE

CITY COLLEGE OF SAN FRANCISCO
PLACEMENT SERVICE

____

Dear______________________________:

This card will serve to introduce to you

____who is

____

Very sincerely,
JOSEPH A. AMORI
Placement Director

13-129-30 2M 7-1-53

TO

APPMT. TIME

FIRM

PHONE

ADDRESS

INTRODUCING

AN APPLICANT FOR THE POSITION OF:

RESULT OF INTERVIEW
HIRED: YES NO
COMMENTS____________________

EMPLOYER'S SIGNATURE

We appreciate the opportunity of serving you and hope that you will call on us again. Please indicate the results of this referral and return this card to us as soon as possible.

PLACEMENT OFFICE
MT. SAN ANTONIO COLLEGE
LY. 5-2211 OR ED. 9-7331

WILLIAM H. MEARDY
PLACEMENT COUNSELOR

BY____________________

DATE____________________

PERSONAL DATA

Residence Phone

Address

Name

Photo

PERSONAL DATA

Age Marital Status

Height Weight Health

Military Service Status

EXPERIENCE

Company	Address	From		To	
		Month	Year	Month	Year

EDUCATION

(School) (Major) (Degree)

High School

Junior College

College

SKILLS

REFERENCES

Name Position Address

PLACEMENT BUREAU
Milton C. Mohs
Dean of Placement

PASADENA CITY COLLEGE
1570 East Colorado
Pasadena, California
SY. 5-6961, Ext. 281

EMPLOYER'S EVALUATION

Name of employee ____________________ Date __________

Employer ____________________

I. Is the above-named person still in your employ? Yes ______ No ______

A. If not, was his termination voluntary? Yes ______ No ______

1. Approximately how long was he in your employ? ____________________

B. If his termination was NOT voluntary, what reasons caused you to release him? __________

1. Lack of interest shown in the job. ____________________

2. Immaturity. ____________________

3. Insufficient training or education to meet the requirements of the job. __________

4. Lack of general education. ____________________

5. Poor attitude toward you, the customer and/or fellow employees. __________

6. Reduction of need for his services. ____________________

7. Other reasons. ____________________

____

II. Was this person a part-time employee of your company before he became a regular, full-time worker?

Yes ______ No ______

III. What was his beginning job with your company? ____________________

IV. Has he been promoted since? Yes ______ No ______

If so, what is his present job title? ____________________

V. Does he have potential for future promotion? Yes ______ No ______

VI. Do you feel that this person is interested in a permanent career with your company?

Yes ______ No ______

VII. What are some of his weaknesses? ____________________

____

What are some of his better qualities? ____________________

____

Placement Office - San Diego Junior College

1425 Russ Boulevard
San Diego 2, California

March 1, 1961

Dear Former Student:

Will you please assist us by filling out the enclosed questionnaire?

We value your opinions and believe that the information you give will help us do a better job of meeting the needs of future students and of the community.

It would be appreciated if we might receive your reply by March 14.

Thank you.

Sincerely,

Arthur M. Jensen

Arthur M. Jensen
Placement Counselor

AMJ:m

Enclosure

A REMINDER: Our placement service is always available to former students of the San Diego Junior College. It is not unusual to have a few good positions on file for which our two-year college graduates can qualify. If we can be of service, please call BE 4-8451, Extension 239 for an appointment.

SAN DIEGO JUNIOR COLLEGE
Follow-up Questionnaire

1. Mr., Mrs., Miss______________________________
LAST NAME FIRST FIRST MIDDLE

2. Name while at San Diego Junior College if not as above______________________________

3. Present address______________________________

4A. ☐ AA Degree ☐ Vocational Certificate. Date obtained__________ 4B. Date last attended San Diego Junior College__________

5A. Major subject______________________________ 5B. Minor(s)______________________________

6. What was your first job after graduation or completion of training? (Title)______________________________

7. Where______________________________ (Employer or Company) 8. Present employer______________________________ 9. Position______________________________

10. Were you promoted to your present job? YES ☐ NO ☐ 11. Number of jobs since leaving Junior College__________

12A. Are you satisfied with your present occupation? YES ☐ NO ☐

12B. Are you working in the field for which you were trained at Junior College? YES ☐ NO ☐

13. When did you definitely decide on what you now expect to be your vocation?
1. ☐ During Junior High 2. ☐ During Senior High 3. ☐ During Junior College 4. ☐ Still undecided

14. To what extent did you find your college courses worth while? 1. ☐ Great deal 2. ☐ Some 3. ☐ Little 4. ☐ None

15. What experiences while attending Junior College other than classes have proved most helpful?
1. ☐ Part time employment 2. ☐ Student body and/or club activities 3. ☐ Athletic activities 4. ☐ Other__________

16. If you were planning your career again, check which of the following you would first attend:
1. ☐ Junior College 2. ☐ State College 3. ☐ University 4. ☐ Private school

17. If employed full time, indicate total weekly earnings______________________________

18. If employed part time, indicate average total weekly earnings______________________________

19A. Have you attended another college or university since leaving Junior College? YES ☐ NO ☐

19B. If yes, where______________________________ 19C. Did you graduate? YES ☐ NO ☐

20. Which of the following helped you in securing your employment?
1. ☐ Parents or relatives
2. ☐ Friends
3. ☐ Junior College Placement Office
4. ☐ Public employment agency
5. ☐ Junior College instructor
6. ☐ Private employment agency
7. ☐ Found it myself
8. ☐ Civil service exam
9. ☐ Newspaper
10. ☐ Other______________________________

Follow-up Questionnaire (Cont'd.)

In order for the following questions to be of real value, would you comment briefly but fully--rather than a "yes" or "no" answer.

1. **Did your employer recognize your training in terms of ability, knowledge, or higher rate of pay as a result of your Junior College training?**

2. **Could you have secured and held your position without the training which you received at San Diego Junior College?**

3. **If you left before completion of your program, will you please give your reason?**

4. **Which courses do you think contributed most to your success?**

5. **Would you indicate which units or subjects should have been emphasized more in your training at Junior College?**

6. **How effective was each of the following in helping you while at Junior College?**

    a. **Instruction** b. **Counseling**

    c. **Placement** d. **Clerical help**

    Which of the above (a, b, c, d) was the most helpful to you?__________

Placement
Bureau

City College

WORK-STUDY PROGRAM

End-of-Semester Report

Name of student worker ______________________________ Date ____________

Employer ____

Supervisor ____

Type of Work Done ____

Please circle the description below which best describes the employee

KNOWLEDGE OF WORK - - - -	1 Full understanding of job requirements.	2 Better than average knowledge of work.	3 Knows enough to do the job.	4 Is ignorant of what he is expected to know.	5 Knows little about any work & apparently is is not interested in learning.
WORK HABITS - - - - SKILL - - - -	1 Work comes first; neat; accurate; good planner.	2 Competent; Mistakes rare; dependable.	3 Acceptable for a parttime worker.	4 Unhandy; Late and absent; careless.	5 Not interested in doing a good job.
ATTITUDE - - -	1 Fine spirit; enthusiastic.	2 Does more than his share; helps others.	3 Does nothing beyond what is required.	4 Not a self-starter needs prodding	5 Not interested; griper
MEETING AND DEALING WITH PEOPLE - - - -	1 Outstanding leader, high degree of cooperation.	2 Better liked than most; cooperative	3 Gets along all right;	4 Not accepted by others; uncooperative	5 Thoroughly disliked by good men; very difficult to work with.
SPEECH AND WRITING - -	1 Fluent, convincing; concise; compete; clear; accurate.	2 Usually good; may be weak in one characteristic.	3 Acceptable; some errors in English and grammar.	4 Careless; word choice, English & grammar poor.	5 Crude word selection; spelling, English and grammar poor
OVERALL IMPRESSION - - -	1 A top person all the way around, or will become one	2 Good person; makes favorable impression	3 Acceptable worker; would have him or her back	4 Would not hire (him) (her) permanently	5 Would not rehire under any circumstances
DEPENDABILITY - -	1 Dynamic, independent and original. Assumes leadership and generally "one step ahead."	2 Self-starter. Positive in handling most situations.	3 Generally exhibits strength of will and force in taking action in new situations.	4 Frequently hesitates to act. Needs prodding	5 Hesitant and evasive. Will not take action of his own free will.
INITIATIVE - - -	1 Completely dependable. Completes all work in a minimum of time.	2 Performs duties in a very satisfactory manner. Often completes work ahead of schedule.	3 Normally discharges function in satisfactory manner and on schedule.	4 Erratic. Fails to produce satisfactory results. Frequently behind schedule.	5 Cannot be relied upon. Lax in execution of assignments.

If you would not rehire, give facts which will explain. ______________________________

____

____

Suggestions for future development. Other comments, such as conduct off the job. ______________

____

____

Signature Reporting and Rating Officer ____________________ Title ____________________ Date

REFERRAL AND PLACEMENT

Date	Name of Applicant	Name of Employer	Address	Grade Level	Type of Work		Sent		Rec

PLACEMENT BUREAU REGULATIONS

The Valley Junior College Placement Bureau endeavors to assist all students currently enrolled as well as those former students who wish to secure employment. Applications should be filed at the Bureau in the Office of Admissions and Guidance. A *personal interview* must accompany the filing of each application.

- -

In order to properly serve you as a student and also the employers who use the facilities of the Placement Bureau, it is imperative that you carefully read and *observe* the following regulations in connection with the filing of an application for employment.

1. Keep your application card up-to-date. Inform the Bureau as to change of residence, telephone, class schedule and/or available work hours. If you get your own job, please notify the Bureau so that your application may be placed in the "inactive" file until you again need assistance.
2. Report the result of your interview as soon as possible after each referral. Failure to do so may jeopardize opportunity for future referrals.
3. Do not accept a position unless you want the employment and intend to report for duty. If you are employed and later wish to resign, give your employer sufficient notice. *Because the policy of the Placement Bureau does not permit further assistance to students who are presently employed as a result of a referral, it is necessary that all commitments and obligations to the employer be cleared in order to be referred to another job.*
4. Failure to report for a job interview after referral from the Bureau will automatically place your application in the "inactive" file.
5. Check with the Bureau regularly when you are seeking employment. Your application goes into the "inactive":
   —After a five-week period without returning to the Bureau.
   —At the end of each semester.

- -

IMPORTANT:

As a student of Valley Junior College, you are a representative of the College. When you go in search of a job as a result of a Placement Bureau referral, or upon your own initiative, the impression you make upon your prospective employer becomes important in his future relations with the College as well as to you. Knowledge of good job application techniques and your personal appearance may determine whether or not you obtain employment. Courtesy, cooperation, punctuality and satisfactory job performance will aid you in maintaining a good record after you are employed.

Please call upon the Placement Bureau for any of your vocational needs. We are here to be of assistance to you and to the employers of the area.

APPENDIX B

REPORT OF THE ADVISORY COMMITTEE ON PLACEMENT

The Committee believes:

- A. That —— City Schools should maintain a placement and follow-up service.
- B. That it should be known as the Placement Bureau of the —— City Schools.
- C. That the office of the Placement Bureau should be maintained on the campus of the Junior College.

The Committee believes that the purposes and functions of such a placement and follow-up service are as follows:

- A. The purposes of the Placement Bureau of the —— City Schools shall be:
  1. To place students of the —— City Schools who wish part-time or full-time employment.
  2. To facilitate optimum occupational adjustment for students.
  3. To promote the fullest cooperation of school and community in the improvement of vocational training and of work-life in the community.
- B. The functions of the Placement Bureau of the —— City Schools shall include:
  1. Clearance of all requests from employers for applicants for jobs and of all student applications for job placement, either full- or part-time.
  2. Cooperation with personnel of training departments and with guidance officials in the selection of suitable applicants for jobs or suitable jobs for student applicants.
  3. Supplementary appraisal of the placement qualifications of students beyond available placement data when needed. Referral to a guidance official when further vocational guidance or training is indicated.
  4. Coordination of placement contacts to achieve the best services to students and employers.
  5. Development of a follow-up program and the coordination of any follow-up activities for the purposes:

    a. Of securing accurate labor market information pertinent to school employment.
    b. Of discovering occupation adjustment problems of youths and assisting in their solution.
    c. Of accumulating information to be used in vocational guidance of students.
    d. Of evaluating and improving vocational guidance and training services in the schools.
    e. Of discovering, using, and improving community resources related to occupational adjustment and improving school-community relationships.
6. Coordinating the relationships between the —— City Schools and the United States Employment Service with a view to full utilization of the mutual contributions of these agencies to the vocational guidance and occupational adjustment of youths in the community.
7. Compilation of materials dealing with occupational information for the use of guidance, curriculum, and training workers.
8. Preparation of reports of all placement services rendered by the —— City Schools to students, alumni, and employers.
9. Fostering of school-community relationships that may expand and improve opportunities for the training and placement of youth and contribute to the betterment of work-life in the community.

The Committee believes that the purposes and functions as indicated for the Placement Bureau can best be achieved by the following general rules and procedures:

A. Placement of terminal or graduate students:
    1. Employers desiring —— Junior College trained personnel shall have their requests for employees filled through the Placement Bureau.
        a. Requests for employees or applicants made directly to the —— Junior College faculty or staff shall be referred to the Placement Bureau. Any recommendations made in response to such requests shall be cleared through the Placement Bureau.

b. There shall be close coordination between departments and the Placement Bureau and conferences shall be held between them involving both requests for employees and recommendations for placement. All records pertaining to requests for placement and of placement shall be centered in the Placement Bureau.

2. The Placement Bureau shall obtain from the counselors at least once each semester the names of students terminating their school career at the end of that semester. These students shall be informed by the Placement Bureau regarding the services rendered by this Bureau and shall be given the opportunity to register. Pertinent placement information shall be obtained by the counselors from teachers and other authentic sources for these students who register with the Placement Bureau.

B. Placement of students in part-time and vacation work:
Employers seeking out-of-school-hours, vacation, or other special employees (such as Christmas vacation work) shall have their requests filled through the Placement Bureau. Such employment should constitute an important part of the placement record of that student. This information is desirable for both vocational guidance and placement and should be filed in the Placement Bureau.

C. Forms:
The Placement Bureau shall recommend forms for the collecting of placement information and such other forms as shall be required for the proper coordination of the placement program in all schools of the —— School System.

D. Federal, state, or other employment agencies:
A reciprocal relationship between federal, state, or other employment centers and the Placement Bureau of the —— City Schools is highly desirable. The Placement coordinator shall function as a liaison officer between the Bureau and all placement agencies. There should be a friendly, cooperative and mutually significant exchange of data between the Bureau and any other placement agency.

The Committee believes that to initiate placement services in the —— City Schools the following personnel is necessary:

A. A director of placement
B. Two coordinators
C. A secretary
D. A typist clerk
E. The services of a psychologist part-time, for testing and other research work.

APPENDIX C

GLOSSARY OF TERMS AS USED IN PLACEMENT

1. Absenteeism — Failure of an employee to report for work.
2. Advisory Committee — A committee whose duties do not fall within the realm of decision-making, but are strictly advisory in character.
3. Applicant — One who makes application for work.
4. Aptitude Test — A test which measures the aptitude of an individual for acquiring an occupational skill.
5. Blue collar worker — One who works in a trade or technical occupation.
6. Casual jobs — Jobs of short-term duration.
7. Clearance — Exchange or clearance of information or action between placement agencies regarding job opportunities, applicants, etc.
8. Centralized Service — A placement service which assumes responsibility for all phases of placement for all departments of the college.
9. Client — An employer or applicant for work who seeks help from the placement service.
10. Coding — Labeling job orders and job applications with a number, letter, signal, etc., so that these cards may be readily found in seeking people or jobs to match specifications.
11. Cooperative Work-Experience — A program of study and work whereby the school and employer cooperate in furnishing a learning experience in some occupational field. Usually the job is related to the college major.
12. Counseling — The giving of information regarding job requirements such as age of applicant, educational requirements, and information regarding promotional aspects, company policies, company strengths, etc., as a basis for making a choice.

13. Curriculum — A course of study offered by the college. Sometimes used as a name for the body of courses offered by a single department.

14. Decentralized service — A service where placement is taken care of by the various departments or by teachers. A modified form of decentralization occurs when the placement service limits its activities to that of distribution of job opportunities to various departments or teachers, and becomes a recording and filing agency.

15. Drop-out — A person who withdraws from school prior to graduation.

16. Employer file — A file of card of employers listing pertinent information regarding the business and also names of placements from the college.

17. Field visit — Visit to the place of business by the placement officer.

18. Follow-up — A checking or questionning of employer or applicant to learn the results of a referral — success of the student on the job, etc. A method of self-evaluation on the part of the placement bureau.

19. General Work Experience — A work-experience program where the student is working on a job not necessarily related to his major field of study.

20. Guidance — All activities supplementary to teaching which will help the student make use of his educational opportunities.

21. Inactive file — A file of application cards of students who are not considered available for job openings.

22. Interview — A meeting between employer and applicant, or placement officer and applicant for the purpose of evaluating the qualifications of the applicant to meet the job specifications.

23. Job-Analysis — A study of a job to determine what characteristics differentiate it from other jobs.

24. Job-Order — A form listing job-specifications and request for applicants to fill a job opening.

25. Job-Specification — A description of a particular job with a particular company.
26. Order-taking interview — An interview between employer and placement officer concerning job openings.
27. Placement — The final accomplishment of finding a qualified applicant for a job.
28. Placement Director — A term used frequently for the placement officer who is in charge of the service.
29. Quit — Job-termination initiated by the employee.
30. Recruiter — A person assigned by a business or industrial firm to visit colleges for the purpose of interviewing applicants for job openings.
31. Recruitment — The act of making an active search for applicants for jobs.
32. Referral — The sending of an applicant to an employer for interview.
33. School-Work Program — Another name for a Work-Study program.
34. Screening — The selection process of evaluating applicants for jobs.
35. Selection — Evaluating the qualifications of an applicant in relation to the job specifications proposed by the employer.
36. Separation — Termination of employment.
37. Spot placement — Placement resulting from referral of applicant who was in the office at the time of need. Selection processes are reduced to minimum during this procedure.
38. Standard college — This term describes the traditional four year liberal arts college offering a baccalaureate degree.
39. Terminal — In junior college circles this term usually refers to a curriculum which prepares for employment with two years or less of college or the student who takes this program.
40. Trainee — A new employee who is being given a systematic training in all phases of a business or occupation.

41. Transfer — A student who transfers from one college to another. A student who takes college work acceptable for transfer purposes to another institution.

42. Turnover — Hirings and terminations of a firm.

43. Verification — Verifying the results of a referral also checking the truth of data given by the applicant in applying for a job.

44. White-collar jobs — A term used in describing jobs of a clerical or sales nature.

45. Work-stations — Jobs assigned to students on the Work-Study program.

46. Work-Study program — A college supervised program of part-time work and part-time education which provides a supplementary learning situation on the job. The work is usually related to the school major, i.e., it is the kind of occupation for which the college program taken by the student is preparation.

APPENDIX D

State University
AGRICULTURAL AND TECHNICAL INSTITUTE
At Farmingdale, New York

PLACEMENT ACTIVITIES AT FARMINGDALE

The placement program at Farmingdale is the responsibility of the Office of the Dean of Students. He has designated the assistant dean of students as coordinator of placement. As coordinator of placement, the assistant dean is responsible for the following activities:

1. Contacting potential employers in the fall to notify them of scheduled recruiting dates.
2. Arranging for visits by near-by company recruiters at times other than the visitation dates.
3. Arranging the programs for visitation dates to include the selection of class-rooms for general meetings and individual interviews, selection of faculty hosts, organizing a luncheon for recruiters and hosts, and other details of organization.
4. Referring placement requests to the proper departments during the course of the year.
5. Referring part-time requests to departments and/or posting part-time positions on bulletin boards.
6. Listing all incoming requests for part-time student help.
7. Providing potential employers with information concerning potential employees.
8. Completing all reference inquiries including information requested by colleges and universities to which Farmingdale alumni are transferring.

9. Preparing that portion of the Annual Report dealing with placement.
10. Counseling students on part-time or full-time placement opportunities or problems.

Based on the generally accepted classifications of "centralized" or "decentralized", the placement program at Farmingdale would fall in the latter classification. The coordinator of placement does not maintain a file of part-time job applications nor a file of part-time and full-time positions. He does maintain a limited file of part-time positions which do not call for a specific skill and which could be filled by most students interested in part-time employment. The bulk of full-time placement takes place, therefore, at the departmental level and is either handled by the department chairman or his designated representative.

The General Education Department also contributes to the placement program in its course in applied economics. The course considers the following: career planning — initial preparation, applications, the interview, job adjustments and promotions, and job ethics. Members of the department collaborated in writing "YOUR Job — To Have and To Hold," a pamphlet on sale in the bookstore for thirty-five cents.

APPENDIX E

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